

General Education Quality Improvement Package (GEQIP)

**Ministry of Education
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Abbreviations

ABE	Alternative Basic Education
ABEC	Alternative Basic Education Centre
ARM	Annual Review Meeting
BOFED	Bureau of Finance & Economic Development
BPR	Business Process Reengineering
DP	Development Partner
EC	Ethiopian Calendar
ECCE	Early Childhood Care and Education
EFA	Education For All
EFY	Ethiopian Financial Year
ELIC	English Language Improvement Centre
ELTIP	English Language Teaching Improvement Program
ELQIP	English Language Quality Improvement Program
ELT	English Language Teaching
EMIS	Education Management Information System
EPTED	Educational Programs and Teacher Education Department
ESDP	Education Sector Development Program
GECFDD	General Education Curriculum Framework Development Department
GEQAEA	General Education Quality Assurance and Examinations Agency
GER	Gross Enrolment Rate
GEQIP	General Education Quality Improvement Program/Project
GEQIP CC	General Education Quality Improvement Program Coordinating Committee
HDP	Higher Diploma Program
HRM	Human Resource Management
ICT	Information Communications Technology
JRM	Joint Review Mission
KETB	Kebele Education & Training Board
KG	Kindergarten
LAMP	Leadership and Management Program
MAP	Management and Administration Program
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MLC	Minimum Learning Competency
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
MOI	Medium of Instruction
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGOs	Non-Government Organizations
NLA	National Learning Assessment
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PBS	Protecting Basic Services
PFP	Pooled Fund Partners
PIM	Program Implementation Manual
PMIS	Personnel Management Information System
PPAD	Planning and Policy Analysis Department
PrPAD	Procurement and Property Administration Department
PSCAP	Public Sector Capacity Building Program
PSR	Pupil Section Ratio
PTA	Parent Teachers Association
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau

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SHN	School Health and Nutrition
SIP	School Improvement Program
SNE	Special Needs Education
TDP	Teacher Development Program
TEI	Teacher Education Institutions
TVET	Technical, Vocational Education & Training
UPE	Universal Primary Education
WEO	Woreda Education Offices
WOFE	Woreda Office of Finance & Economic Development
ZEO	Zonal Education Office

1. Background and Strategic Context

Ethiopia is currently implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). The PASDEP's strategic vision is one of rapid and sustained growth primarily through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of the country. Strengthening human resource capacity and achievement of the MDGs, of which education is a key element, is a cornerstone of the Government development strategy.

In Ethiopia, primary education lasts 8 years and is split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education is also divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. General education comprises grades 1 to 12.

The provision of education is the concurrent responsibility of federal, regional and woreda governments. The Federal Government plays the dominant role in the provision of post-secondary education, while also setting standards and providing overall policy guidance and monitoring and evaluation for the entire sector. Regional governments are responsible for the oversight of the training of primary school teachers, for providing primary textbooks and for adapting the primary syllabus to local conditions. Woredas are responsible for paying and recruiting primary and secondary teachers, and for supervision and training of primary and secondary teachers.

The Government prepared the national Education and Training Policy (ETP) in 1994, and within the framework of the ETP launched the first five year Education Sector Development Program (ESDP) in 1997 as part of a twenty-year education sector plan. The target set for ESDP I of raising primary enrolment from 3.7 million to 7 million was surpassed with enrolment reaching 8.1 million in 2000/01 and 13.5 million in 2005/06, when ESDP III was launched. Over this period, the gross enrolment rate (GER) increased from 61.6 to 91.3 percent and net enrolment from 52.2 to 77.5 percent. Repetition rates dropped significantly from 15.7 percent and 18.6 percent for boys and girls, respectively, in 1996/97, to 3.8 percent and 4.0 percent for boys and girls, respectively, in 2003/04. First cycle secondary enrolment trends show significant increases (GER from 17.1 percent in 2001/02 to 33.2 percent in 2005/06) and although second cycle secondary enrolment is low (20,795 in 2005/06), it is increasing. This has been a remarkable achievement and has occurred at the same time as a major expansion of both the TVET and higher education sub-sectors.

Despite rapid expansion of the education system, Ethiopia's education sector faces the following four key challenges.¹ Access to education opportunities continues to be an obstacle, especially for females and other "most vulnerable children", poor students and pastoral areas (e.g., Somali and Afar). Inequities in access to quality education are widespread, as better resourced schools are generally located in urban areas and in the non-emerging regions. There is limited physical access to education in some regions (particularly Afar and Somali regions), there are socio-cultural barriers to participation (especially for girls in rural areas) and there are

¹ World Bank (2005). Education in Ethiopia: Strengthening the Foundation for Sustainable Progress.

financial constraints with households paying a large share of non-salary recurrent education expenditures.

Achievements in access have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. The 2007 National Learning Assessment (NLA) in grades 4 and 8 show that student achievement is below the required levels. Achievement in grade 4 shows a reduction from the 1999/2000 baseline learning assessment (47.9 percent to 40.9 percent) and achievement in grade 8 has also deteriorated (42.6 percent to 39.8 percent). Key factors identified in the 2007 NLA relating to low student learning outcomes include school organization and management; teacher training on new techniques; school supplies; availability of curricular and instructional materials, and language of instruction.² However, completion rates at both grades 5 and 8 (used as a proxy indicator for quality) have improved over the past three years (from 57 percent to 65 percent in grade 5 and from 34 percent to 43 percent in grade 8).³

The rapid expansion of the education system has left a considerable financing gap between available funds and the anticipated cost of investments needed to improve and maintain quality. At the same time, a high proportion of the education recurrent budget for primary and secondary education is allocated to teacher salaries (over 90 percent). In fact, the non-salary education budget at the woreda level has actually decreased from 1998 to 1999 EFY (JRM 2006). This has the effect of constraining the availability and predictability of resources for other inputs critical to support effective teaching and learning (e.g. training, textbooks and other materials, assessment, monitoring and evaluation systems, etc) to enhance learning outcomes.

The capacity to plan, manage and monitor is limited. In Ethiopia, the management and financing of primary and secondary education is the responsibility of regions and woredas based on the national policy and standards developed and approved by the Ministry of Education (MOE). However, some regional and woreda governments have weak capacity to gather and report on key performance indicators on time in order to manage and monitor effectively the implementation of education reforms. The key issues related to policy making, management and monitoring capacity include: (i) weak institutional capacity for the delivery of general education, hampering implementation of a consistent and effective education policy; (ii) inadequate strategic planning and management capacity to support tasks such as policy development and medium to long term planning; and (iii) limited monitoring and evaluation systems making the reform process difficult to operationalise. Compounding these capacity gaps is the constant turnover of key staff in the sector at different levels of the system, as well as insufficient numbers of qualified staff.⁴

The Government's current vision for education development is described in the PASDEP, with the ESDP III serving as the overarching framework, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MOE has developed a General Education Quality Improvement Package (GEQIP). A key recommendation of the education sector Annual Review Meeting (ARM) 2007 is that MOE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism. The proposed Program will support the implementation of the first four of the six components of the GEQIP, namely, (i) Teacher Development Program (TDP) including English Language Quality

² National Learning Assessment, MoE, 2007.

³ 2007 PASDEP Report.

⁴ UNESCO (IIEP)/UNICEF (expected 2008). Capacity Building within the Education System in Ethiopia.

Improvement Program (ELQIP); (ii) Curriculum, Textbooks and Assessment including inspection; (iii) Management and Administration Program (MAP) with an EMIS sub-component; and (iv) School Improvement Program (SIP) with a School Grant sub-component.⁵

For Ethiopia's education sector, there are currently 15 development partners that provide support linked to specific sector initiatives and that are represented in the DAG Education Technical Working Group.⁶ In line with the Paris Declaration on Aid Effectiveness, the Government has shown leadership in improving coordination of a number of development actors and initiatives to support the implementation of the GEQIP. Key donor partners are playing a catalytic role in the broader aid effectiveness agenda by promoting mechanisms of mutual accountability, emphasizing government-owned processes and promoting alignment of development assistance to country needs. In the education sector, a group of bilateral donors financed financing the TDP1 through a pooled funding mechanism over the past four years.

Ethiopia joined the FTI Partnership in 2004 and the CF Grant will constitute an important share of the overall GEQIP financing plan. The CF committee approved an initial allocation of US\$70 million in December 2007 and a second CF grant in the amount of US\$98 million is anticipated to be available during the first phase of GEQIP⁷ once progress on the use of the initial allocation can be shown.

The GEQIP will be financed by a group of development partners through pooled funding arrangements. Currently, DFID, the Netherlands, Italian Development Cooperation, Finland and SIDA have stated their commitment. In addition, several agencies (USAID and UNICEF) expressed interest in supporting the implementation of the GEQIP through their own projects without joining the pooled funding arrangements. The MOE will coordinate support of non-pooled partners in the implementation of the GEQIP at the federal and regional levels, based on the integrated GEQIP plans as support and implementation plans of the non-pooled partners become clearer.

⁵ The last two components of the GEQIP, not included in the current project, are Civics and Ethical Education and Information Communications Technology.

⁶ DPs include the following: African Development Bank, EC, Finland, Germany, Ireland, Italy, Japan, Netherlands, Sweden, UK, UNESCO, UNICEF, USA, WFP and the World Bank. Four DPs provide support through Component 1 of the Protection of Basic Services Project; six DPs supported the implementation of the TDP using a pooled funding mechanism, and 12 DPs provide their support solely through projects.

⁷ Based on discussions with the FTI Secretariat, the MOE anticipates the second grant in the amount of US\$98 million and this is included in the cost estimates and financing plan, with implications for the design and interventions of the program. However, the second grant needs to be approved by the Catalytic Fund Steering Committee.

2. Program Summary

The overall purpose of the GEQIP is to improve the quality of general education throughout the country.

General education quality improvement and the specific program elements of GEQIP are ongoing priorities and mainstream activities of the education sector. Within this context the support for GEQIP will be implemented through an initial four year phase (EFY 2001-4) followed by a second phase four year phase (EFY 2005-08).

The first phase Project consists of the following components: (i) Curriculum, Textbooks and Assessment and Inspection; (ii) Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP); (iii) School Improvement Program (SIP), including school grants; (iv) Management and Administration Program (MAP), including EMIS; and (v) Program Coordination, including monitoring and evaluation activities.

GEQIP takes a holistic approach to improve the quality of general education by adapting the concept of the school effectiveness model (World Bank 2000). The framework is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopian education system, paired with the Government's recent efforts to implement a broad sector reform to improve the quality of education. The "value added" contribution of GEQIP, towards fulfilling the objective of improving the quality of general education, rests on the extent to which the components are implemented in coordination with other inputs. GEQIP will contribute to the overall quality improvement of the Ethiopian education system by providing support for activities that complement inputs in other domains, such as teacher salaries and school construction, financed mostly through PBS and the government budget.

The cross-component linkage is an important design feature of GEQIP. GEQIP is designed to enhance coordination and synergy among components that have operated separately in the past. The newly revised curriculum will serve as a cross-cutting foundation for the first three components of the program. The revised curriculum will guide the revision of the textbooks and teacher guides, as well as the teacher educator and pre- and in-service teacher training program curricula that will be developed under GEQIP. The MAP also cuts across the other components since capacity building is needed within each project component.

Each component includes a set of priority programs, is closely linked to the other components, and is implemented at different tiers of government. As a result, each level of government may have some responsibility for the implementation of each component to achieve the project's development objectives. To achieve the overall objectives, the project requires: (i) flexible approach in design so that resources are provided to MOE and implementing units at the national level and regions based on their work plans; and (ii) effective coordination not only among components/subcomponents, but also among different levels of government and implementing units. Therefore, the base costs under the components are indicative only, as allocation of budgets will be defined annually by federal, regional and institutional work plans.

Component 1: Curriculum, Textbooks, Assessment and Inspection

The main objectives of this component are to: (a) implement a new school

curriculum; (b) provide textbooks and teacher guides developed for the new curriculum; and (c) align student assessment and examinations with the new curriculum and reform the inspection system. The component will consist of the following subcomponents.

Subcomponent 1.1: Curriculum Reform and Implementation. This subcomponent would support the reform of the curriculum for Grades 1-12 to improve the quality of general education. The project will support the following activities: (i) orientation programs about the new curriculum; (ii) development of a new strategy for teaching science and mathematics; (iii) alignment of the curriculum for the Alternative Basic Education (ABE) with the new revised general education curriculum; and (iv) monitoring and evaluation of the implementation of the new curriculum.

Subcomponent 1.2: Teaching and Learning Materials. In the context of available resources and capacity, priority will be given to the development and provision of textbooks and teacher guides for Grades 9-12 mathematics, biology, chemistry, and physics which national and international publishers can readily adapt from their market-tested series; provision of Grades 9-12 textbooks and teachers guides in the other subjects; and provision of textbooks and teachers guides for Grades 1-8. Where the required quantities are small, as for books for certain languages of instruction at the primary level, the project would seek alternative methods of provision, including negotiation with contracted publishers for translation and publication in those languages. The acquisition of books would be made using open and competitive procurement procedures. The books would be delivered to MOE-designated wordas.

Subcomponent 1.3: Assessment, Examinations and Inspection. Under the first phase of the project, this subcomponent will focus on detailed review and analyses to develop strategies for implementation during the second phase. The analytical work would include identifying measures to strengthen the capacity of the MOE General Education Quality Assurance and Examination Agency (GEQAEA), including the Inspectorate Department, to ensure that national examinations and assessments are aligned with the newly developed curriculum. The program may support the expansion of the NLA to include Grades 10 and 12. The program may also support preliminary work on inspection system reforms, based on the results of the Inspection Reform Study to be conducted during Year 1 with GEQIP support.

Component 2: Teacher Development Program (TDP) including the English language Quality Improvement Program (ELQIP)

The component will support the Government's efforts to increase the supply of effective teacher educators, teachers and facilitators in primary and secondary education through the implementation of teacher education, and in-service and pre-service teacher development programs. MOE has gained some implementation experience under the Teacher Development Program (TDP1), financed through a pooled funding arrangement by a consortium of bilateral development partners. TDP1 closed in June 2008. Under GEQIP, MOE plans to continue to support teacher development activities, including improved targeting of access to primary teaching, enhanced practical teaching experience during teacher training, expanded in-service professional development opportunities and training for the facilitators (or teachers) in the Alternative Basic Education (ABE).

Subcomponent 2.1: Pre-Service Teacher Education Quality Improvement. GEQIP will provide support to enhance the pre-service teacher training program for

regular and ABE programs. The teacher training program will focus on six elements: (i) improved selection of entrants to teacher training; (ii) provision of teaching materials in the teacher education institutions (TEIs); (iii) enhanced practicum for teacher candidates; (iv) in-service pedagogical training for teacher educators; (v) enhanced English language supports in the TEIs; and (vi) provision of a training program for ABE facilitators.

Subcomponent 2.2: In-Service Teacher Education Quality Improvement. The in-service teacher training subcomponent includes revision of the following program areas: (i) enhancing the provision of continuous professional development at schools; (ii) providing English language training for teachers of English and developing a cadre of school-based English mentors who will support all teachers using English as a medium of instruction; (iii) developing a teacher career structure and licensing and re-licensing system which recognizes professional development and behaviour; and (iv) upgrading primary teachers from a certificate qualification to a diploma qualification. The MOE Department of Education Programs and Teacher Education (EPTED) will take the main responsibility for management and implementation of this subcomponent in collaboration with ELID.

Component 3: School Improvement Program (SIP)

The objectives of the school improvement program component are to: (i) improve the capacity of schools to prioritize needs and develop a school improvement plan; (ii) enhance school and community participation in resource utilization decisions and resource generation; (iii) improve the government's capacity to deliver specified amounts of schools grants at the woreda level; and (iv) improve the learning environment by providing basic operational resources to schools.

Subcomponent 3.1: School Improvement Program. The project would build on a pilot program that included developing a School Self-Assessment Form (SAF) for schools, through which schools identified problem areas, developed priorities based on identified problems and ultimately developed a School Improvement Plan to address the prioritized needs. A broad revision of the SAF and SIP templates is proposed, to ensure that the instruments are appropriate, user-friendly for schools, and result in prioritized operational plans. Capacity building at the woreda and school levels will also be delivered through the Management and Administration Program (MAP) described below to ensure that the SAF and School Improvement Plan processes are properly implemented. An ongoing monitoring process through the School Grants Utilization Survey, to be conducted every two years, will ensure that the instruments and training materials are updated regularly to ensure appropriateness and effectiveness.

Subcomponent 3.2: School Grants. The key issue facing the provision of school grants in Ethiopia is not related to difficulties in disbursement, financial management or accountability, rather it is the acute constraints on woreda budgets which results in a much lower overall level of disbursement across the country than is prescribed in the Bluebook. The project would support the implementation efforts at the federal, regional and woreda levels, particularly with respect to establishing an effective system to monitor the flow of funds. The school grants component under GEQIP has been designed to address this constraint through the provision of a minimum amount of funds based on enrolment rates to all schools and ABE Centres. The grant will be used to finance elements of the school improvement plan. To assist with implementation of the school grants sub-component, School Grants Guidelines have been developed. These Guidelines provide guidance on all aspects of implementation at federal, regional, woreda and school/community levels and are

cross referenced with the SIP guidelines. The School Grant Guidelines are consistent with government's Bluebook guidelines, but will be implemented as a stand-alone document to ensure that key responsibilities and outputs are conveyed and understood at different levels.

Component 4: Management and Administration Program (MAP) including the Education Management Information System (EMIS)

This component supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of MOE, REBs, and WEOs to implement system-wide primary and secondary education programs effectively and efficiently. The following objectives will be addressed: (i) improve the effectiveness and efficiency of education planning, management, resource allocation and utilization through human capacity development; and strengthen the linkages between the woreda, regional and federal levels; (ii) design and implement a transparent, low-cost and productive system of management and administration; and (iii) strengthen the EMIS including improved collection and use of system data for planning, management, evaluation and policy making. During the first phase of the GEQIP, this component will support capacity development for: (i) education sector planning and management (ii) school planning and management; and (iii) EMIS at all levels. During the first year, the predominant activity will be a detailed analytical and design work (MAP Capacity Development Design Study), followed by a more comprehensive implementation program from the second year.

Subcomponent 4.1: Capacity Development for Education Sector Planning and Management. A key priority for this subcomponent is to build capacity for federal and regional level strategic planning and budget analysis, and to strengthen systems for resource allocation and transfer. This will include analysis of capital and recurrent expenditure needs, including salary and non-salary expenditures. Gender budgeting in education has been identified as a particular planning priority (and MOFED has developed training materials in collaboration with the MOE). The MAP Capacity Development Design Study will be carried out under this subcomponent. No other activity will be implemented in Year 1 (though non-pooled DPs will continue such support); other programs will be developed and implemented starting in Year 2, based on the results of the impact and needs assessment.

Subcomponent 4.2: Capacity Development for School Planning and Management. The objective of this subcomponent is to contribute towards strengthening participatory school planning, management and monitoring for the purpose of greater effectiveness, efficiency and accountability in school performance, and improved teaching and learning. An essential aspect of improving quality will be to improve performance through strengthening planning and management capacity at the point of service delivery, i.e. the school. This sub-component has two major elements (i) SIP training and (ii) the Leadership and Management Program (LAMP), which was started under TDP1. This subcomponent will be closely coordinated with the School Improvement Program (SIP), including application of the specific planning and assessment tools to be developed under SIP. Additional programs will be developed and implemented from the second year, dependent on findings from the MAP Capacity Development Design Study.

Subcomponent 4.3: Education Management Information Systems (EMIS). Under the first phase of the GEQIP, the MOE plans to strengthen the existing system through a combination of: (i) capacity development for policy analysis and planning, (ii) renewal, renovation, repair and ongoing maintenance of IT infrastructure at the

federal, regional and woreda levels; and (iii) several enhancement initiatives that will make education information more accessible and relevant. This subcomponent will support MOE and REBs to (i) strengthen the existing education management information systems; and (ii) build the capacity for policy analysis and planning of the MOE in order to improve education provision.

Component 5: Program Coordination and Monitoring and Evaluation

Effective implementation of the GEQIP will depend on efficient coordination mechanisms; proper financial management and procurement practices and the timely implementation and effective monitoring and evaluation of project outcomes. This component will provide the necessary resources for effective coordination and monitoring and evaluation, and the implementation of an information and communications strategy at the national and sub-national levels. This component has two main subcomponents.

Subcomponent 5.1: Program Coordination. The GEQIP will be implemented at the federal, regional and woreda levels as well as at the participating public universities and teacher training institutions, responsible for pre-service and in-service teacher development programs, and coordinated by the MOE in close coordination with the regional and woreda governments, and the participating institutions. At the federal level, the Planning and Policy Analysis Department of the MOE will coordinate the implementation of the GEQIP, reporting directly to the State Minister for General Education, with inputs from relevant departments and institutions. The technical support for the implementation of the program includes a team of short and long-term consultants, specializing in project implementation (including project management, financial management, procurement and M&E), resident in MOE, and providing regular support to regions. MOE will play a key role with technical aspects and procurement management of the project, whereas MOFED will be responsible for financial management aspects. At the regional level each region will have a similar institutional arrangement as the federal level, and the Planning Department will coordinate the implementation of the regional GEQIP, reporting directly to the Head of the RBE. Funds would flow from MOFED to BOFED to WOFED as directed and then directly to the implementing institutions (i.e., teachers colleges, schools) while keeping the REBs informed about the transactions.

Sub-component 5.2: Monitoring and Evaluation. This subcomponent will support the establishment of a robust M&E system at the federal, regional and woreda levels to monitor and evaluate project outcomes and broader educational trends to provide feedback to improve performance. The MOE will continue to update data to facilitate accurate reporting on the key progress indicators. Most of the data for monitoring project outcomes will come from existing mechanisms such as EMIS, or regular project reports, supplemented by project preparatory studies and a baseline survey undertaken prior to effectiveness. A number of surveys are planned as part of the M&E strategy as follows: (i) baseline survey at the beginning of Year 1; (ii) School Grants Utilization Survey at the end of Years 1 and 3; (iii) mid-term review in the middle of Year 2; and (iv) exit survey at the end of Year 4 to assess impact of Phase 1 and to plan for Phase 2. In addition, various policy and evaluation studies will be financed to address key issues (e.g., quality, financing, teacher effectiveness and utilization); annual reviews and impact assessments under the supervision of the PPAD. The M&E sub-component would oversee the development and implementation of a gender and equity needs assessment that covers all of the GEQIP components during Year 1. Efforts will be made to connect education review processes with PBS review processes, including the JBARs.

3. Curriculum, Textbooks and Assessment (CTA)

Background and Situation Analysis

Curriculum

A full General Education curriculum reform is currently underway. The current curriculum has been revised once since its introduction 15 years ago. This first revision focused mainly on re-arranging content and addressing concerns such as civic education, gender equity, HIV/AIDS education and other government policies and strategies.

Following a short needs analysis carried out by the General Education Curriculum Framework Development Department (GECFDD) in 2007, work began on developing a new curriculum framework, syllabuses, content flow charts, and minimum learning competencies (MLCs) for Grades 1–12 subjects, as well as a new science and maths strategy document.

The new curriculum is being developed by the GECFDD and regional education bureau (REB) experts with assistance from international and national consultants. The reform has the aim of further addressing issues of the overloading and sequencing of the content, with an additional focus on more active learning methodologies. It is also designed to be responsive to international economic realities, national democracy and gender equity.

The revised curriculum documents for the Grades 1–12 — curriculum framework, syllabuses, content flow charts and MLCs — were approved in September 2008. These documents are now being proofread and corrected prior to procurement of printing and distribution to REBs, woredas and schools.

Development of syllabuses, content flow charts and MLCs for three subjects — Information Technology, and Grades 11–12 Economics and Basic Business — has been delayed by the unavailability of suitably qualified personnel. These materials are now expected to be ready for Ministerial approval in early 2009.

The revised curriculum documents will be supported by new textbooks and teacher guides in three stages:

- Grades 9–12 mathematics and the three science subjects (biology, chemistry, physics) to reach schools for the beginning of the school year ETC 2002 in ratio 1:1
- Grades 1–8, all subjects, to reach schools during the school year ETC 2002 in ratio 1:2
- Grades 9–12, all subjects (other than mathematics and the three science subjects) to reach schools for the beginning of the school year ETC 2003 in ratio 1:2.

It is expected, therefore, that the full curriculum for Grades 1–12 will be introduced within two years.

Because new Grades 1–8 textbooks will not be available until the middle of the school year ETC 2002, some regions will reprint existing textbooks in limited quantities for the beginning of that school year.

The MoE is aware of the need to balance the urgency of curriculum reform against the need to improve the overall quality of teaching and learning. Quality will not be

compromised by the desire to quickly replace the current curriculum.

The MoE is also aware that the timing for implementing the new curriculum will depend on the capacity of publishing companies to develop new or, for Grades 9–12 mathematics and the three science subjects, to adapt materials according to MoE curriculum and textbook operational guidelines.

The scale and speed of the review and reform of the curriculum have meant that participation in, and understanding of, the process has perhaps not been as wide as would normally be expected. Therefore, there is a challenge for the GECFDD to develop a programme of orientation, information and public awareness, which should begin before the new curriculum is implemented.

Textbooks

The quality and availability of textbooks and other materials have represented a challenge to effective teaching and learning for many years. Although some REBs have recently managed to improve the textbook:student ratios for primary grades, reaching as high as 1:1, the content of the textbooks is widely seen as not being conducive to effective learning.

One of the main reasons for this is the limited capacity, experience and resources of textbook producers in the regions. (The development, print procurement and delivery of textbooks for Grades 1–8 are all currently the responsibility of the REBs, while the mandate for developing textbooks for Grades 9–12 is assigned back to the MoE.)

While the costs of current textbooks are apparently low, with cover prices of as little as 5 ETB, the real costs are considerably higher due to the amount of time that it may take to deliver the books to the schools themselves. Furthermore, the low costs reflect the fact that minimum specifications are used, with the result that:

- textbooks are unattractive, using very few illustrations
- all textbooks are printed in a single colour (black)
- all binding is either wire saddle- or side-stapled, resulting in shorter book life
- paper is of low grade and weight, leading to show-through of printing and low resistance to tearing
- the textbooks covers are very unattractive.

Furthermore, teacher guides are either non-existent or do not meet the required level for all grades. Teachers are expected to depend on the activities and methods described in the syllabuses. However, in reality, very few do so and the teaching is largely based on encouraging students to memorise what is printed on the pages of their textbooks.

As a result of the above problems of textbook content and provision, the MoE has decided to adopt a new approach to procuring textbooks and teacher guides.

International tenders will be announced for the development, printing and distribution of textbooks and teacher guides conforming to the requirements of the new curriculum. Procurement will be organised in 'packages' by cycle series. For secondary (Grades 9–12), the packages will be organised by subject. Primary (Grades 1–8), packages will be organised by subject and language of instruction. The quantities of each textbook and teachers guide required will be specified in each lot and package.

Bidders will be required to submit:

1. sample sections of camera-ready copy for each subject and grade (8–12 interior pages for Grades 1–4, 16–24 interior pages for Grades 5–8, and at least 32 interior pages for Grades 9–12) with accompanying teacher guide pages, written, edited, designed, typeset, illustrated, proof-printed, and with a dummy showing the book format, number of pages, paper stock, cover finish and binding
2. the price per copy, per region, delivered to woredas as specified by the MoE.

Titles for each subject and grade will be qualified at federal level. The regions will then choose one title from those qualified. Translation, where necessary, will be carried out in agreement with the publishers of the selected titles.

The new approach is designed primarily to facilitate the process of textbook and teacher guide development, by means of a partnership with private sector publishers both within Ethiopia and from abroad.

The challenge for the MoE is therefore to introduce the new procurement system, with improved textbook and teacher guide content and production specifications, without increasing the overall cost of procurement. At the same time, the MoE is aware of its responsibilities to encourage local Ethiopian partners in the publishing and printing industry.

Assessment

Monitoring the academic achievement of students is a critical component of an effective educational system. A comprehensive assessment and monitoring system makes it possible to answer important questions about the student, the classroom, the school and the educational system as a whole.

Assessment for monitoring and grading students' achievement in the Ethiopian school system is mainly exercised through the administration of:

- a) mid-term teacher made classroom tests to monitor students' learning progress
- b) final examinations to assess how far students have attained the overall subject objectives
- c) national exams delivered by the General Education Quality Assurance and Examination Agency (GEQAEA) at the end of primary education (at the end of grade 8), general secondary education (at the end of grade 10) and the second cycle of secondary education (at the end of grade 12). The agency also conducts national learning assessments at grades 4 and 8.

Since 1999/2000, the agency has carried out three national learning assessments every three to four years at Grades 4 and 8. The main objectives of the assessments are to obtain adequate information about the overall learning achievement of grade 4 and 8 students and to identify major factors that potentially influence academic performance.

In addition, the MoE has launched a nationwide school improvement programme. Each school is required to carry out self-assessments on the basis of a form that involves performance indicators. An inspection department at federal level and supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement.

A consultancy study was carried out in early 2008 with the aim of:

- providing the basis for planning and strengthening of the current student

- learning assessment and monitoring system and
- informing the planning of the General Quality Improvement Programme (GEQIP) as it relates to the student learning assessment and monitoring system.

The study assumed that multiple-choice testing would remain a substantial component of the grade 10 and 12 assessments, as the answer sheets are relatively simple to administer and can be scored and processed quickly for large numbers of students and have the advantage of covering a large amount of syllabus content. They also provide detailed feedback on characteristics of individual items, objectives and levels of achievement of students classified by grade, gender, region, language, etc.

However, construction of good and effective multiple-choice items is time-consuming. It demands a detailed analysis of curriculum documents, textbooks and different cognitive levels (recall of facts, interpretation, analysis and synthesis). Strategies to improve the quality of the questions were suggested, as well as the addition of open-ended questions and alternatives to multiple-choice questions, which would result in increased validity and reliability of testing.

It is thought that the exclusive reliance on multiple-choice questions for school and national examinations may be causing a negative back-wash effect on classroom practice. The skills that are measured by multiple-choice questions are limited to recall of facts. Thus, wider understanding and mastery of analytical and practical skills are not tested.

It is possible that productive skills not tested by multiple-choice questions, such as writing, reasoning, arrangement and presentation of data or practical skills, are not being taught in schools because they are not tested in exams. This would obviously affect students' ability in these areas. If this is so, the exclusive use of multiple-choice testing should be reconsidered.

However, it might be possible to argue that multiple-choice testing is the best option since it produces more reliable results than other forms of testing. It can be scored by machine which avoids delays and error, and it is the cheapest form of testing. With the rise in school enrolment and retention, the introduction of manual scoring would entail a high start-up cost in training markers and an increasing on-going cost. With multiple-choice testing, unit cost efficiency rises with increased entries.

The challenge for the MoE is to strengthen the capacity to improve assessment practices in schools through training.

Inspection

Inspection is also an important part of this sub-component. At present, a school supervision and inspection system exists only at regional level. However, there is a newly established department at national level. This department is currently working on frameworks, guidelines and manuals for a national system of supervision and inspection. Feasibility studies are underway along with field trips for needs assessment. The capacity of the new department needs to be strengthened through further training for its experts by international consultants, study of international practice and experience-sharing trips to other countries.

Approach and Technical Rationale

Curriculum Reform and Implementation

The MoE has already committed to completing a new curriculum and basic curriculum documents such as syllabi, MLC, content flow charts and curriculum framework for all subjects for Grades 1–12 by November 2008 — well before the start of the GEQIP pooled funding. This will enable funding under GEQIP to be largely applied to curriculum implementation rather than development activities.

It should be noted that the Government will be responsible for the costs of printing, distribution and translation (where necessary) of the revised basic curriculum documents (curriculum framework, syllabuses, content flow charts, and MLCs) for all Grades 1–12 subjects, and the science and maths strategy.

Curriculum activities under GEQIP will focus on four main areas:

1. support to, and supervision of, schools that are implementing the new curriculum
2. an orientation and information campaign to inform all stakeholders of the curriculum reform principles, process and timetable and the related documents
3. a review and reform of the curriculum for Alternative Basic Education
4. ongoing monitoring and reporting on the impact of the curriculum implementation, in terms of teaching methodologies, student attitudes and, to some extent, on learning outcomes.

One of the first curriculum activities under the GEQIP programme will be to plan the orientation and information campaign. This campaign will be sustained throughout the period of preparing for implementation of the new curriculum and the period of implementation, including all related teacher training activities.

The first phase will be targeted at MoE departments, REBs and teacher training colleges to ensure an awareness of the essential curriculum activities. The primary purpose of orientation within the MoE and REBs will be to gain support and understanding for the activities and to ensure an effective integration with all other appropriate activities.

The second phase should be aimed at the schools themselves, where such changes are likely to find the steepest challenge. It will be essential to win the support of teachers by demonstrating how the new curriculum will improve teaching and learning. If possible, this will be extended to the provision of information to parents and communities in general during school open days.

The campaign will be planned and coordinated by GECFDD and rolled out using the cascade model with cluster training, involving GECFDD personnel and regional experts who have been involved in the actual syllabus review and reform. REB experts, supervisors and selected teachers will be trained as TOTs.

All phases of the campaign will be supported by the use of appropriate media (including radio, television, plasma) and languages to reach the target audiences. The campaign will also be able to inform audiences of the changes in textbook and teacher guide procurement procedures and assessment procedures.

The speed at which the current curriculum has been reviewed and the new curriculum developed means that monitoring and reporting are essential means of testing whether the curriculum changes have gone far enough. Monitoring activities

will be carried out on a twice-yearly basis, jointly by GECFDD and the regions.

A review and reform of the curriculum for Alternative Basic Education (ABE) will be carried out to bring it in line with the revised GE curriculum. This will be carried out by GECFDD.

Teaching and Learning Materials

In the context of available resources and capacity, priority will be given to the development and provision of textbooks and teacher guides for Grades 9–12 mathematics and the three sciences – biology, chemistry, physics – as these subjects are largely ‘universal’ and can therefore be developed more quickly through adaptation of existing materials, which publishers have prepared and distributed in other countries.

Provision of textbooks and teacher guides for all Grades 1–8 subjects and all other Grades 9–12 subjects will follow. Improved textbook:student ratios are a priority for all grades and subjects. The provision of workbooks for core subjects will be reviewed for possible introduction in the second phase of GEQIP.

The provision of supplementary readers under GEQIP will also be reviewed for possible introduction in the third year of the programme. Again, this is in accordance with MoE priorities to improve the availability of high quality textbooks and teacher guides as the most effective strategy for improving learning through materials. In addition, it is expected that some funding will be available from other sources for supplementary readers during the first two years.

The MoE has adopted a new approach to the procurement of textbooks and teacher guides for all grades. The changed approach is based the MoE purchasing finished textbook and teacher guides from publishers.

International tenders will be announced for the development, printing and distribution of textbooks and teacher guides in packages (or ‘lots’) prepared by subject and grade level. Bidders will be required to provide sample sections of camera ready copy for each subject and grade, as well as a dummy book showing format, paper and binding.

Procurement will then follow a two-step process:

- evaluation and selection of qualified books at federal level
- regional selection at REB level from those books qualified federally.

Supplementary readers will be procured in a different way. Publishers will submit titles in any language for evaluation and approval, but will also submit a published price for each title. The MoE will evaluate the submitted readers on the basis of conformity to specifications only and will send a list of titles, with their prices, to the REBs for evaluation and selection. Publishers will be responsible for printing and supplying to the REBs.

The new systems of textbook and reading book procurement will be monitored to ensure that the objectives of the new operational guidelines are met.

Assessment and Examinations

Assessment, examinations and inspection activities under this sub-component will developed through further detailed analytical and review work. Strategies and plans

will be developed for implementation later in the first phase or in the second phase as appropriate in response to the outcome of the analytical work.

Management Arrangements

Key Responsibilities	Federal	Regional
Curriculum	<p>Curriculum review and reform</p> <p>Printing and distribution of new Grades 1–12 basic curriculum documents (curriculum framework, syllabuses, content flow charts, MLCs) and science and maths strategy). <i>(Government funded)</i></p> <p>Planning/coordination/delivery of orientation/information campaign.</p> <p>Planning/coordination of monitoring and evaluation of implementation of new curriculum.</p> <p>Review of ABE curriculum</p>	<p>Adaptation and translation of national curriculum documents. <i>(Government funded)</i></p> <p>Planning/delivery of orientation/information campaign and training activities</p> <p>Monitoring and evaluation of implementation of new curriculum</p>
Textbooks	<p>Introducing new procurement system with improved content and production specifications</p> <p>Inviting tenders for development, printing and distribution of finished textbooks and teacher guides.</p> <p>Supplying training for textbook and teacher guide evaluators</p> <p>Evaluating textbook manuscript submissions for each grade/subject.</p>	<p>Evaluate MoE approved titles and select 1 REBs collaborate with publishers to translate qualified titles into local languages of instruction.</p>
Assessment	<p>Management arrangements for assessment and inspection will be developed as part of the analytical and review work.</p>	

Curriculum

The management of the curriculum orientation/information campaign will be coordinated between federal and regional levels.

The review of the Alternative Basic Education curriculum will need to be carried out at federal level by GECFDD, following approval of the general education curriculum.

In collaboration with REBs, a plan for monitoring, reporting and evaluation of the implementation of the new curriculum documents will need to be designed by GECFDD. This will track the impact of the key elements of the new curriculum. This will be essential to inform proposed teacher training plans, inspection/supervision activities and possibly also assessment procedures.

It is also expected that the MoE will begin a new cycle of curriculum review before the end of the GEQIP programme, which will need to be informed by the monitoring and evaluation reports.

The GECFDD will manage the monitoring and evaluation of the curriculum, and will provide reports to the MoE as well as to REBs. The timing of curriculum development has now changed from an approach in which each cycle was reviewed over a period of two years, thereby engaging the GECFDD in continuous curriculum development, to one in which there will be 'fallow' time between periods of curriculum development. This allows more time for proper curriculum monitoring.

Textbooks

Considerable attention will need to be paid to developing capacity at both federal and regional level for the proper implementation of the new procurement system.

Activities will include:

- the development of the textbook and teacher guide tender documents
- the management of the tender process
- evaluation and selection of textbooks and teacher guides at both federal and regional level.

All stages of the process will need to be fairly and transparently managed in order to establish public confidence in the system and to ensure that the most appropriate textbooks and teacher guides reach the schools. The high financial value of the tenders will place considerable pressure on the system, which will therefore need to be strong enough to withstand such pressures.

Textbook and teacher guide management capacity is recognised as being currently under-strength. Competent managers will be needed at federal and regional level.

With the removal of textbook and teacher guide development responsibilities from REBs (when these responsibilities are transferred to publishers), it is expected that capacity will be freed at regional level to take on such management roles. A comprehensive training programme will be designed and implemented. Textbook and teacher guide evaluators (and moderators) will also be identified and trained, especially at federal level.

At present, there are textbook management units within the REBs. Capacity is mixed with some regions requiring strengthening. A unit has been formed at federal level to oversee the procurement and distribution of new textbooks and teacher guides. The

MoE is currently considering the feasibility of attaching this unit to the Procurement Department, as recommended by the World Bank's Textbook and Procurement Specialists.

Textbook monitoring will be strengthened in order to ensure that the target textbook:student ratios are met in each region across all subjects and grades. While some regions have managed to develop a system for collecting data on the actual number of copies of each title, other regions have yet to make progress in this critical area. Therefore there will need to be a process of transferring learning from some regions to others. Only in this way will it be possible to reduce the inequity of some schools having high ratios while other nearby schools have very low ratios.

The MoE will be responsible for undertaking publishing tenders in the same way as they currently do. Publishers will produce the translations/adaptations of some languages of instruction in collaboration with REBs. The responsibility for textbook and teacher guide procurement will be undertaken at the federal level.

The advantages of federal procurement will be maximising economies of scale and simplifying tendering, particularly if dealing with international publishers. After REBs have selected their titles, the MoE will contract and pay the publishers. Where more than one REB has selected a particular title, the MoE would contract that publisher to print and distribute copies for all REBs that have selected the title. (This may require minor changes to the cover only. It will also mean that REBs and the MoE should agree to make few or no changes to the text.)

REBs will be able to work in partnership with publishers of qualified textbooks and teacher guides to translate, print and distribute those titles into local languages of instruction.

A monitoring and evaluation plan will be designed by the MoE, which will track the effectiveness of the textbook and teacher guide procurement systems.

Assessment

It is emphasised that the development of the examination, assessment and inspection strategy needs to be strengthened, with the need for extensive further analysis. In this respect management and implementation arrangements will require further development.

Summary Three-Year Work Plan

<i>Outputs</i>	<i>Targets</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>
<p>PP1: Curriculum</p> <p>1.1 Improved National Curriculum Framework for KG–12 is available to assist teachers to understand and effectively teach their subjects.</p>	<p>Curriculum Framework document produced for distribution to all 25,000 schools. With also, 5,000 copies to REBs, woredas and other stakeholders.</p>	<p>15,000 copies of Curriculum Framework document printed and distributed to schools REBs, woredas and other stakeholders</p>	<p>15,000 copies of Curriculum Framework document printed and distributed to schools</p>	
<p>1.2 Revised syllabuses, content flow charts and MLCs for all grades and all subjects are available to provide a foundation for publishers to develop quality textbook and teacher guides for use in schools and ABE centres.</p>	<p>2 booklets of MLCs and content flow charts for Grades 1–8 distributed to 24,000 primary schools</p> <p>2 booklets of MLCs and content flow charts for Grades 9–12 distributed to 1,000 secondary schools</p> <p>4 booklets of MLCs and content flow charts for Grades 1–12 distributed to woredas, REBs and 200 other stakeholders</p> <p>70 syllabuses produced and distributed to Grades 1–8</p> <p>52 syllabuses produced and distributed to Grades 9–12</p> <p>122 syllabuses of Grades 1–12 distributed to woredas, REBs and 200 other stakeholders</p>	<p>2 booklets of MLCs and content flow charts and 70 syllabuses for Grades 1–8 distributed to 24,000 primary schools; and to REBs and woredas</p> <p>2 booklets of MLCs and content flow charts and 16 syllabuses for Grades 9–12 maths and 3 sciences distributed to 1,000 primary schools; and to REBs and woredas</p>	<p>2 booklets of MLCs and content flow charts and 36 syllabuses for Grades 9–12 (other than maths and the 3 sciences) distributed to 1,000 secondary schools; and to REBs and woredas</p>	

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Outputs	Targets	2001	2002	2003
1.3 New Science and Maths Strategy document is available to assist teachers to effectively teach these subjects	Science and Maths Strategy document produced for distribution to all 25,000 schools. With also, 5,000 copies to REBs, woredas and other stakeholders	15,000 copies of Science and Maths Strategy document printed and distributed to all schools, REBs, wordeas and other stakeholders	15,000 copies of Science and Maths Strategy document printed and distributed to all schools	
1.4 All curriculum implementers (REB, ZOE, WEO experts, supervisors and teachers) have increased their understanding of the curriculum framework and other curricular materials through an orientation and information campaign.	10,000 experts, supervisors and teachers given orientation to enhance understanding of the application of the new curriculum amongst key stakeholders	TOT: 120 GECFDD and REB experts trained centrally to give training to other REB personnel and teachers 2,000 education , experts, supervisors and teachers given orientation	2,000 education, experts, supervisors and teachers given orientation	2,000 education experts, supervisors and teachers given orientation
1.5 All science and mathematics curriculum implementers and teachers have increased their understanding of the science and mathematics curriculum strategy and other curricular materials.	90% of all mathematics and science teachers given orientation in the new strategy	18% of all mathematics and science teachers given orientation in the new strategy	18% of all mathematics and science teachers given orientation in the new strategy	18% of all mathematics and science teachers given orientation in the new strategy
1.6 Curriculum development and implementation monitoring and evaluation is established at all levels.	Each year two monitoring activities undertaken in all REBs and technical support provided. Two summative evaluations conducted	Two monitoring activities undertaken in all REBs and technical support provided.	Two monitoring activities undertaken in all REBs and technical support provided.	Two monitoring activities undertaken in all REBs and technical support provided One summative evaluation conducted for Grades 1–8

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Outputs	Targets	2001	2002	2003
PP2: Teaching & Learning Materials 2.1 Textbook and teacher guide evaluators trained	60 Textbook and teacher guide evaluators trained	60 Textbook and teacher guide evaluators trained		
2.2 High quality, curriculum-compliant, gender sensitive and teacher- and student-friendly textbooks and teacher guides produced.	98 Textbooks and teacher guide titles produced of high standard <i>(No textbooks for PE and IT)</i> 122 Teacher guides produced	High quality textbooks and teacher guides developed and distributed to all schools at a ratio of 1:1 for Grades 9–12 mathematics, biology, chemistry and physics. Existing Grades 1–8 textbooks reprinted in limited quantities by some regions for beginning of 2002.	High quality textbooks and teacher guides developed and distributed to all schools at ratio of 1:2 for: Grades 1–8 subjects and Grades 9–12 subjects – other than mathematics, biology, chemistry and physics.	Textbooks and teacher guides for Grades 1–8 subjects and Grades 9–12 subjects – other than mathematics, biology, chemistry and physics – reprinted and distributed to achieve ratio of 1:1.
2.3 All new teaching and learning materials are reviewed and revised in order to ensure the mainstreaming of gender, health, HIV/AIDs and special needs education awareness and sensitivity is appropriate and effective.	Teaching and learning materials reviewed and revised <i>Target 90% compliant</i>	Teaching and learning materials for Grades 9–12 mathematics, biology, chemistry and physics reviewed and revised. <i>90% of materials compliant</i>	Teaching and learning materials for Grades 1–8 and Grades 9–12 – other than mathematics, biology, chemistry and physics – reviewed and revised. <i>90% of materials compliant</i>	

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Outputs	Targets	2001	2002	2003
PP3: Supplementary Readers 3.1 High quality and gender sensitive supplementary readers produced.	Supplementary readers produced in 23 national languages/mother tongue and English		Supplementary readers developed in 23 national languages/mother tongue and English for Grades 1–4 using non-GEQIP funding.	Supplementary readers developed in 23 national languages/mother tongue and English for Grades 5–8.
3.2 Supplementary readers are supplied to school and ABE centres on time and to agreed targets.	Supplementary readers supplied to schools and ABE centres in 23 national languages/mother tongue and English			Supplementary readers supplied to schools and ABE centres in 23 national languages/mother tongue and English for Grades 1–4.
PP4: Learning Assessment, Examination and Inspection Systems	As noted, assessment and inspection activities will developed through further detailed analytical and review work. Strategies and plans will be developed for implementation later in the first phase or in the second phase as appropriate in response to the outcome of the analytical work.			

Risk Assessment and Mitigation

<i>Risk</i>	<i>Probability</i>	<i>Impact</i>	<i>Assessment and Mitigation</i>
Curriculum			
1. The orientation and information campaign will not be developed in time.	Medium	Medium	The GECFDD has not conducted such a campaign before and has limited experience or capacity to do so. GEQIP funds will be used to develop and manage the campaign, possibly with technical assistance.
2. No monitoring and evaluation will be conducted.	Medium	High	An evaluation methodology, with a timetable and implementation plan, will be designed and agreed <u>before</u> the implementation of the first cycle (Grades 9–12: mathematics, biology, chemistry and physics), so that the original curriculum reform objectives can be tested.
3. Monitoring and evaluation reveals continuing problems in content and methodology.	Medium	High	Monitoring, reporting and evaluation will outline challenges to be addressed. Addressing the challenges will be done either through ongoing training and information, or through further research into improved content and methodology for integration into a subsequent curriculum reform cycle.
Textbooks			
1. Finances will not be adequate to provide for textbook:student ratio of 1:1.	High	High	Costs will be reduced through a number of options, including phasing the introduction of textbooks and workbooks over time, and changing the specifications of textbooks, e.g. from 4-colour to 1-colour. It has been decided to produce and distribute new textbooks and teacher guides for four Grades 9–12 subjects at ratio of 1:1 in the first year. The Grades 1–8 textbooks and teacher guides and the remaining Grades 9–12 subjects will be produced and distributed a ratio of 1:2 in year 2 and 1:1 in year 3. Another way of reducing costs will be to address the costs of VAT and surtax imposed on locally printed books, or import duties on imported books.
2. Textbook and teacher guide evaluation may not be professionally or fairly managed.	Low	High	Well designed systems and good training of management personnel will reduce the risk.
3. Textbook and teacher guide deliveries will be delayed.	High	High	This risk likely to be lessened by printing some or all textbook and teacher guides outside Ethiopia (where turnaround is much quicker). The social marketing campaign (and training programmes) should also be used to inform schools as to when to expect the new textbook and teacher guides.

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Risk	Probability	Impact	Assessment and Mitigation
4. Publishers may not respond to all textbook and teacher guide tenders (particularly for small language of instruction groups).	High	High	This will probably be a risk only for some of the Mother Tongue textbook and teacher guides, since it is likely that Mother Tongue textbooks will not be adaptations from a prototype (like other textbooks) – each Mother Tongue will be a completely separate title and therefore some textbooks will have very small print runs, making the economics less attractive for publishers. MoE will endeavour to gauge the level of interest when announcing tenders. This can be done partly by listening to publishers at bidders' conferences and partly through the process of publishers registering to purchase tender documents. MoE/REBs could be ready to negotiate with publishers of approved titles for 'larger' languages, in order to adapt the title for the 'smaller' language.
5. Submitted textbook and teacher guides may not be of adequate standard.	High	High	MoE can opt to work with the highest scoring publisher to improve the title or can announce a new tender, after giving appropriate feedback to publishers of unsuccessful submissions.
Assessment			
1. Little evidence of backwash effect in classroom teaching, therefore teachers are reluctant to change their teaching practices to accommodate the new system.	Medium	Medium	Conduct a survey of the extent of backwash effect. Give training to teachers, inspectors and supervisors to change attitudes and practices.
2. Time and finance may not be adequate for the implementation of the new forms of examination.	High	High	Introduce the new system slowly, starting with pilot programmes. MoE and donors revisit the budget.
3. The logistics of training teachers, setters, markers in the use of the new tests are too cumbersome.	High	Medium	Use Cascade training model.
4. The accuracy and speed of marking is compromised, which delays the opening of schools the following year.	High	High	
5. The reliability of marking is compromised.	Medium	Medium	Train setters and markers thoroughly.

4. Teacher Development Program (TDP)

Background and Situation Analysis

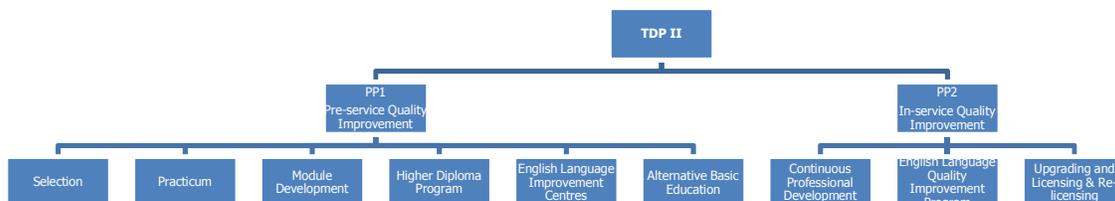
Ethiopia's primary school net enrolment rate increased from 25% in the early 1990s to 91.8% in 2006/7. This increase is feeding through into secondary schools. This pace of increase has had a detrimental impact in the quality of education. Partly this is systemic, as teacher student ratios have risen. Partly, it is the legacy of a lack of investment in teacher quality in the past. While previous Education Sector Development Programs (ESDPs) emphasized increasing access to education, the ESDP III currently in force places an equal weight on improving *quality* of education.

The Teacher Development Program (TDP II) is focuses on continued improvement of quality teaching and learning through targeted interventions which bring about lasting systemic change. It aims to improve the quality of instruction and therefore student learning by enhancing the capacity of teachers in primary and secondary education.

This component builds on the experience of an earlier, four-year Teacher Development Program (TDP I), which ended in EFY 2000. This aimed to improve the quality of teacher educators at Teacher Education Institutions, especially through reformed practicum and selection processes, as well as improving and expanding in-service teacher professional development activities. It also supported more generally the teacher education system, training for school leaders and management, and the quality of English language teaching. Whilst demonstrating success in many areas, TDP I had the following general problems with implementation (specific issues are dealt with in the sub-component descriptions):

- The key indicators were too ambitious;
- Staffing capacity was insufficient to implement the program;
- Monitoring and evaluation was not sufficient, and did not relate sufficiently to baseline data;
- Limited effect on improved pedagogy in the classroom;
- Inadequate attention to institutional incentives.

TDP II represents a shift from a system implementation design to a quality improvement design. This affords a greater focus on increasing teacher effectiveness in the classroom. A changed structure allows a greater focus on this goal. TDP II comprises 2 mutually reinforcing Priority Programs; Pre-Service Teacher Education Quality Improvement, and In-service Teacher Education Quality Improvement.



Approach and Scope

TDP II will be managed by the Education Programs and Teacher Education Department (EPTED) of the Ministry of Education (MOE). It will be implemented in Teacher Education Institutes (TEIs), which comprise universities for secondary teacher education and Colleges of Teacher Education (CTEs) for primary teacher education, and by Regional Education Bureaus (REBs), with many activities taking place in schools. The MOE English Language Improvement Department (ELID) will handle day-to-day oversight and support of the pre- and in-service English language improvement sub-components.

TDP II is an integral part of GEQIP. It will be implemented in collaboration with the Curriculum, Textbooks and Assessment (CTA), School Grants/School Improvement Program, and Management and Administration Program (MAP). This gives TDP II the opportunity to be supported by the types of capacity, institutional, and curriculum activities that will increase the potential impact of the TDP II program on teachers and the teacher education system. Consequently there is a strong focus on linkages both among TDP sub-components and among GEQIP pillars.

The Practicum, Module Development, Higher Diploma Program (HDP), Alternative Basic Education (ABE), Continuous Professional Development (CPD) and English Language Quality Improvement Program (ELQIP) sub-components are all dependent on the revision of the general curriculum undertaken as a basis for the CTA pillar. This revision will guide a new teacher education curriculum, which in turn will shape the teacher education modules. HDP, ABE, CPD, and ELQIP will all align with both the general and teacher education curricula. Additionally, the practicum and selection guidelines to be revised as part of the program will align with the teacher education curricula. A general curriculum which emphasizes active learning and continuous assessment will support both pre- and in-service teacher development activities, resulting in an integrated and holistic approach. Similarly, ABE program management will be shared with the MOE Gender and Equity Department (GED), which, as well as ensuring appropriate expertise and the proper integration of equity into teacher education, will reduce the management burden on EPTED.

Close collaboration between EPTED and the MOE ESDP Planning and Policy Analysis Department will be necessary to relate teacher production to need and EPTED will make good use of the improvements to be made under MAP to the Education Management Information System, particularly in building teacher projections in a more focused way than previously, looking at attrition rate, subject demand, grade demand and teacher qualification in addition to teacher:pupil ratios.

Close integration between sub-components allows for efficiencies to be built into program implementation. For example, TEIs will be encouraged to undertake the HDP school placement activity, which places HDP candidate teacher educators in schools to undertake action research, at the same time as the TEIs' practicum for regular student teachers, to reduce transport costs. Similarly, material developed for pre-service teacher education modules can be adapted for use in in-service CPD manuals.

Much was learnt about program management from TDP I. Reporting to appropriate standards, in terms of both timeliness and detail, was not always completed satisfactorily, and there was insufficient capacity at a number of levels, including EPTED, to provide sufficiently close and focused attention to implementation and evaluation. The program began to respond to this learning during its lifetime, but time was not sufficient for many programs to deliver on the improvements made. TDP II's

indicators are more realistically set than TDP I's, based on current institutional capacity, resource availability, and past experience. That said, TDP II remains an intentionally ambitious program of institutional and pedagogical improvement.

Capacity building for all implementing agencies will be an important focus throughout TDP II, with an especially strong emphasis in its earlier stages. In response to the staffing issues identified in TDP I, EPTED staff numbers will increase from 17 full-time equivalents under TDP I to 26. This includes a total of four full-time consultants, two of whom will specialize in M&E. Greater use will be made of embedded technical assistance, which will have capacity building built into its terms of operation, as will the consultants'. Specific workshops on long term planning and budgeting, contingency planning and reporting will be held to support budget entities to deliver accurate and timely reporting.

Site-based monitoring and evaluation will be undertaken by M&E experts employed specifically for the purpose of ensuring program quality and reporting to appropriate standards. Following the alignment of GEQIP M&E plans with those being developed for TDP, three specific research activities will be accomplished to provide the basis for the first year of M&E of TDP II. i) EPTED/TDP M&E consultants will analyze budget entity performance in TDP I to identify regional and university performance with respect to goals achieved/exceeded, level of programmatic outcomes attained, and the timely and productive use of available resources. ii) The EPTED/TDP M&E consultants will then carefully scrutinize the results of TDP I Impact Studies in order to isolate issues and concerns that may have been identified as a result of those inquiries. iii) Finally, The EPTED/TDP M&E consultants will carefully examine the TDP II Design document, Results Framework and GANTT/PERT charts for obligations made regarding M&E, critical dependencies and dates assigned for critical activities and production of documents, and any other milestone events germane to the success of the TDP II effort. Once all of this information has been amalgamated and once again in conjunction with the GEQIP pillar *Program Coordination*, the first year of M&E activities will be created.

Procurement will be centralized for most goods to reduce costs and simplify procedures. An incentive program managed by EPTED will formally recognize those institutions which meet or exceed published targets. A major, independent study of the implementation and impact of TDP II, with a particular focus on the impact on students' learning as a result of improved teacher practice, will be undertaken in the final year of Phase I. Undertaken by consultancy, this will make recommendations for improving the level of impact in Phase II. A number of activities are planned for the final year, such as study findings dissemination workshops for stakeholders, which will ensure that the impact study findings are fully integrated into the planning for Phase II.

Program Components

Program Management

Overall Objective:

- Increased teacher effectiveness

Overall Indicator:

- 40% of TDP-trained teachers employing improved teaching methods 50% or more of the time

Program management activities aim to provide: (i) close, quality-oriented management and capacity-building-oriented monitoring and evaluation (M&E) of the TDP II program; (ii) timely and accurate reporting of TDP II; and (iii) cost-effective procurement for TDP II. *TDP II will:*

a. Procure sufficient equipment and materials to enable every TDP entity to implement the program effectively:

- MOE will in Year 1 procure major items of equipment centrally to reduce costs and increase efficiency.

b. Build the capacity of staff, particularly in EPTED, to refine, implement, monitor, evaluate and report on the program:

- EPTED will arrange for an external trainer to train its staff for 8 weeks each year in the ICT skills necessary for sound project management, especially training for experts in spreadsheet and word processing skills so that they can in turn build capacity in other entities.
- EPTED will hire an international consultant for 45 days in Year 2 to assist in establishing quality assurance systems for TDP.
- EPTED will recruit an international TDP consultant and a national TDP consultant (funded under GEQIP program coordination pillar) and up to 8 international volunteers to provide technical assistance and build capacity.
- EPTED will produce a training plan for TDP II, with a focus on building the skills across entities necessary for success.

c. Improve the quality and consistency of reporting:

- EPTED will recruit 2 M&E consultants (funded under GEQIP program coordination pillar) to oversee central M&E and to build capacity in the regions.
- EPTED will facilitate a total of 5 national workshops over 3 years for budget entities on program coordination, reporting and planning, to ensure that reports are timely, accurate and contain the correct information.
- EPTED staff will undertake M&E in 5 teams of 3 for a minimum of 40 days per person each year, visiting all implementing institutions to check implementation standards and provide support where necessary.

d. Institutionalize success through official recognition:

- Each year, EPTED will officially, publically recognize those implementing agencies that meet or exceed their targets, and require those who do not to produce action plans for meeting targets.

e. Enhance understanding of the impact of the program:

- EPTED will manage a consultancy in Year 3 to assess the implementation and impact of every sub-component of TDP II, with a particular emphasis on students' learning in the classroom.

Priority Program 1 – Pre-service Teacher Education Quality Improvement

Key Development Objective:

- To develop the knowledge, skills and attitudes of teacher candidates

Key Indicators:

- 12% of G1-4 teachers qualified (with Diploma)
- 60% of G5-8 teachers qualified (with Diploma)

- 70% of G9-12 teachers qualified (with Degree)

Selection

Objective: Improved quality and equity of the CTE pre-service teacher training selection process

Indicator 1: 90% of teacher candidates assessed based on new selection criteria using examinations and interviews

Indicator 2: 50% of teacher candidates are female, 55% of teacher candidates are from rural areas, 65% of teacher candidates are indigenous

The teaching profession is still not attracting high-calibre entrants who wish to remain in teaching; nor are there sufficient numbers of females and candidates from remote areas and linguistic minorities graduating as teachers. TDP I attempted to tackle this by introducing a selection process to CTEs based on new examinations, interviewing, and affirmative action policies. Although this was partially successful, more needs to be done, as not all CTEs implemented the new selection process and CTE instructors require more training on competency-based examining and interviewing.

Each Regional Education Bureau (REB) will monitor teacher attrition and make projections of requirements for 1st and 2nd cycle primary and 1st and 2nd cycle secondary education on a subject by subject basis. These projections will be used to adjust intake into the TEIs annually, in order to provide the appropriate number of students in each course and subject specialism. The selection system for the primary diploma will be adjusted to increase the intake of students who are interested in teaching as a career, female students, students from rural areas and linguistic and ethnic minorities. The selection will be based on a combination of an admission test and an interview.

Testing will be carried out in multiple secondary schools, both to increase access for those in remote areas, and increase awareness of the profession. From those who reach an acceptable score, selection will be made by interview, allowing affirmative action policies which will favour those motivated to teach, female students, and students from rural areas and linguistic and ethnic minorities. The project will support (i) development of a regional question bank in each region, and specific tests for each CTE; and (ii) administration of tests and interviews at a range of schools with geographical spread to about 60,000 grade 10 students annually. *TDP II will:*

a. Enhance the use of evidence to manage teacher numbers and utilization:

- REBs will annually compile projections of teacher requirements in regions, taking account of teacher attrition, and calculating the number of teachers required at each grade level and subject specialization. EMIS data collection will be upgraded to include teacher, grade, subject and qualification, and attrition by the criteria. Based on these data the REB will make projections of teacher requirements for the following 5 years. This projection will be
 - i) used to adjust the numbers entering the CTEs in each subject and level; and
 - ii) reported to EPTED to be used in compiling national projections, and in adjusting numbers in university teacher training courses.

b. Improve the quality of teacher candidate exams:

- EPTED will in Year 1 give training to REBs on competency-based assessment for teacher candidates and produce revised guidelines for selection, which will be validated by a stakeholders' workshop before implementation.

- REBs will each year develop and deliver training for exam setters at CTEs and manage the creation of an item bank for examinations (a stock of questions to be used in future examinations).
- CTEs will each year send fieldworkers to areas of disadvantage to administer examinations.

c. Increase the number of potential teacher candidates interviewed:

- REBs will in Year 1 develop and review interview guidelines and train fieldworkers.
- CTEs will each year send fieldworkers to areas of disadvantage to and conduct interviews and to promote the teaching profession as a career.

d. Enhance recruitment of girls and prospective teacher candidates from rural and indigenous populations:

- EPTED in Year 1 will manage a consultancy which will undertake a gender and equity needs assessment and produce policy recommendations to meet these needs.
- REBs will provide training on gender sensitivity each year to teacher educators and fieldworkers.

e. Enhance understanding of the impact of the selection program:

- EPTED will in Year 3 manage activities to integrate the findings of the TDP Impact Study into the development of the selection program, focusing particularly on the results of the affirmative action policy, teacher motivation and retention, and the effect in the classroom of an improved cadre of teachers.

Practicum

Objective: Improved quality and relevance of the practicum experience for teacher candidates

Indicator 1: 22,000 CTE teacher candidates experiencing all four practicum stages

Indicator 2: 16,000 university teacher candidates experiencing all four practicum stages

Historically, student teachers were not given much meaningful practice in the classroom before they became teachers, which led to a low quality of teaching. TDP I attempted to address this by bringing in a new practicum. Despite the acknowledged importance of a period of structured and supervised teaching practice during pre-service training, still not all TEIs have a full practicum program, and opportunities for practical experience are severely constrained by the absence of suitable transport.

Practicum is now a four-stage (in-out, in-out, in-out, in-out,) teaching practice program conducted over three years of teacher education in schools appropriate to the level of study. It will be improved during TDP II, being undertaken in more TEIs and according to revised guidelines which will provide more consistent and relevant assessment of teacher candidates' teaching practice. Practicum itself will be expanded and the preparation of supervisors, mentor teachers and teacher candidates will be strengthened. (A curriculum for 4-stage practicum will be developed under the Module Development sub-component.) This will enable student teachers to undertake progressively embedded classroom observation and experience so that they are adequately prepared with appropriate teaching

techniques to facilitate effective learning in the Ethiopian context, and build career-long action research skills which equip them to take responsibility for their own ongoing professional development

This sub-component will support the (i) development of guidelines for practicum, and training of supervisors and mentors; (ii) provision of vehicles to TEIs to facilitate transport of teacher candidates and supervising lecturers to schools; and (iii) cost of travel and subsistence of teacher candidates and their supervisors while on school placement for about 25,000 students each year. *TDP II will:*

a. Improve the quality and relevance of the practicum:

- The EPTED pre-service coordinator will in Year 1 manage a consultancy which will produce revised guidelines for practicum M&E; and another to rewrite and update the 4 stage practicum curriculum.
- EPTED and REBs will manage the distribution of the new curriculum and guidelines in Year 1.
- EPTED will in Year 1 procure vehicles to transport student teachers to school placements and to enable instructors to supervise students in placement.
- TEIs will be equipped in Year 1 with practicum offices to better organize school placements and supervision/M&E and with student teacher ICT resource centres.
- TEIs will each year provide basic necessities to student teachers to undertake teaching practice.

b. Increase the number of TEI administrators, teacher educators and mentor teachers trained on the implementation of the practicum:

- REBs will each year manage short training programs on practicum implementation for administrators and teacher educators (delivered in CTEs by consultants; by instructors in universities)
- TEIs will each year train mentor teachers, focusing on practical, supportive, reflective skill-building, and instructors, focusing on supervision.
- TEIs will each year deliver practicum awareness training for woreda education officers, supervisors and school principals to ensure compliance with the national standards.

c. Enhance understanding of the impact of the practicum program:

- EPTED will in Year 3 manage activities to integrate the findings of the TDP Impact Study into the development of the practicum program, focusing particularly on the effect the revised practicum has on the teaching practices of teacher graduates.

Module Development

Objective: Improved quality and reduced cost of producing professional studies and supervisor related modules

Indicator 1: Quality guidelines for module development will be created

Indicator 2: 117 modules will be written (22 of these will be in the final review/revision process when Phase I ends, so 95 modules will have been produced [written/revision, quality checked, and distributed to TEIs around the country])

High quality teaching materials are necessary for high quality teacher education. TDP I improved the quality of teacher education modules, but, with each TEI responsible

for developing its own modules based on the teacher education curriculum, quality varied and efficiency was compromised. Producing modules nationally will result in higher, more uniform quality and lower costs.

With the transition to a three year diploma for first cycle primary teachers, the shift to a 3+1 year modality for degree (the 'add-on' modality), and the revision of the entire primary and secondary curricula, there is a need for development and adaptation of the content and materials for the primary and secondary teacher and supervisory training courses. The curriculum for the teacher education diploma courses (for first and second cycles of primary education) will be revised, as will the curriculum for degree courses. Modules covering the major components of the teacher education curriculum will be developed and distributed. These modules are expected to guide the teaching at TEIs, and provide study material for teacher candidates. Forty-seven modules will be delivered in the first round, 48 in the second, and 22 in the third.

Three TEIs will be selected through a World Bank-approved formal bid process to coordinate the production of modules. One TEI will be responsible for diploma modules; the second for degree modules, and the last for supervisory modules. Each contract will cover the full three rounds of module production. Once selected, the coordinating TEIs will have the option of sub-commissioning the writing of modules to other TEIs, which the coordinating TEIs will manage. Further contracts will be issued to a TEI to undertake an external quality review, and for printing and distribution. The project will support (i) management and quality control for the module development process; (ii) development of modules for the primary teacher education diplomas, secondary teacher education degrees, and courses for supervisors and directors; (iii) reproduction of these modules for about 55,000 trainees for primary schools and 15,000 for secondary schools, a total of 191,550 copies. *TDP II will:*

a. Improve the integration between general education curricula, teacher education curricula and course modules:

- EPTED, in collaboration with GECFDD, will manage the development of teacher education curricula aligned with the new general education curricula through a workshop process, and facilitate a Year 1 workshop to validate the supervision curriculum.
- EPTED will hold a Year 3 workshop to review the use of modules in practice, ascertain the need for further module revision and to finalize the life expectancy of the modules created in the three rounds.

b. Improve the quality of module development at TEI level:

- EPTED will manage a competitive bidding process for:
 - i) three TEIs to coordinate module development creation, revision and internal quality review;
 - ii) one TEI to undertake external quality review of all modules; and
 - iii) one contract for printing and distribution of all modules.
- Each coordinating TEI will in turn facilitate one annual national capacity-building workshop each for any sub-commissioned TEIs to ensure compliance with standards.
- EPTED will facilitate workshops in Years 2 and 3 to evaluate the module development process and outputs.

c. Enhance the quality standards for new and revised modules:

- The commissioned QR TEI will develop a set of draft quality standards to be finalized and validated by all TEIs in a Year 1 workshop.

d. Improve the relationship between coordinating TEI and sub-commissioned TEIs:

- Where applicable, the coordinating TEIs will create TOR with minimum expectations for module development, guidelines for quality, delivery schedules and revision arrangements, liaising closely with each sub-commissioned TEI to monitor progress and offer support where necessary.

e. Enhance ownership of newly produced modules:

- The stakeholder workshops facilitated by EPTED and four different institutions, along with ongoing M&E by EPTED and coordinating TEIs, will ensure a commonly-owned product.

f. Enhance understanding of the impact of the module development program:

- The TDP II impact study in Year 3 will evaluate the quality and impact of the revised module development process, as well as suggest strategies for incorporating the lessons learned.

Higher Diploma Program

Objective: To improve the quality of pedagogy in TEIs as indicated by teacher educators' use of improved teaching skills

Indicator: 754 teachers qualified with a higher diploma each year

The Higher Diploma Program (HDP) was established to enhance the quality of teacher education in both CTEs and universities by developing the pedagogical skills of teacher educators. It is a one-year part time course delivered at the TEIs, and includes modules on active learning, continuous assessment, a school placement, and an action research project. It trained a high percentage of teacher educators during TDP I. However, some graduates of the course are not always using the methods learnt to the degree expected as the methods are not always appropriate to the Ethiopian context. There is a need to refine the course to meet the demands of local contexts, to build and institutionalize a locally-managed, sustainable quality assurance mechanism, and to begin to build a framework for post-HDP CPD support for teacher educators.

HDP will be expanded to reach the majority of teacher educators. Seven moderating universities will check standards and provide support to satellite TEIs in their region. They will also cross-moderate other moderating university(ies). The HDP curriculum will be updated to align with the new teacher education curricula. Support will particularly be given for the action research and school placement components of the course, to address the practical difficulties candidates have shown in applying methods.

Activities and courses will be developed by new Higher Education CPD Advisers in pilot TEIs to complement HDP and explore the development of HDP from a stand-alone year-long program to one integrated component in a wider framework for longer-term CPD for teacher educators. This will be monitored centrally and best practice recorded for possible national roll out in Phase II. This subcomponent will support (i) the revision of the HDP curriculum and development of teaching materials; (ii) development of a network of moderating universities, each assigned to a cluster of TEIs to maintain the quality of HDP; and (iii) the delivery of the HDP in each of the relevant TEIs. *TDP II will:*

a. Improve the quality and proximity of HDP management and coordination:

- EPTED will facilitate one quality assurance workshop per year to check moderation standards; to update HDP moderators, coordinators, course leaders and tutors with the latest in international best practice; to orientate them to the revised curriculum; and to orientate new HDP facilitators to the program.
- Moderating universities will undertake biannual visits to satellite TEIs to check standards, and hold annual workshops on moderation standards for their satellites.
- Moderation universities will undertake biannual visits to one or two (depending on region) other moderating universities to check standards.
- Pilot TEIs (mainly the moderating universities) will develop CPD programs which integrate with HDP (Years 1 and 2), and support their roll-out to satellite TEIs (Years 2 and 3)

b. Enhance the quality of the HDP curriculum:

- EPTED will facilitate annual handbook review workshops to revise the program to reflect the new curriculum, incorporate developments in international best practice, and to continue to adjust it to the Ethiopian context.
- Activities and courses will be developed by pilot TEIs to adapt HDP from a stand-alone year-long program to one integrated component in a wider framework for longer-term CPD for teacher educators.
- EPTED will monitor and evaluate the delivery of HDP and the work of the Higher Education CPD Advisers.
- HDP facilitators will be re-trained based on the new curriculum (at the annual quality assurance workshop)

c. Improve the relationship between HDP and the classroom:

- There will be a greater focus on the action research component of HDP, with action research workshops at TEIs enabling candidates to share the learning from their school placements.

d. Enhance understanding of the impact of the higher diploma program:

- The TDP Impact Study will focus on the implementation of the revised HDP program and the impact it has on teacher educator methodology, on their student teachers, and in the classrooms of the student teachers (which will be observable during their practicum).

English Language Improvement Centres

Objective: To enhance the quality of pre-service training and education, with particular respect to the production of effective English teachers and teachers of core subjects taught in English such as Mathematics and Science

Indicator 1: 75% of TEIs have established an ELIC in their institution

Indicator 2: 50% of established ELICs regionally networked

Indicator 3: 25% of established ELICs expanded

Recognizing the difficulties caused by a low standard of English amongst teacher candidates, English Language Improvement Centres (ELICs) were established at some TEIs during TDP I. These were facilities with resources for English language

teaching, staffed by teacher educators (sometimes with additional support from VSO personnel), providing courses for students and teacher educators in need of additional English language and methodology training. There remains a strong need for training interventions and resources which improve the quality of teacher educators' and student teachers' English language. TDP 2 will support (i) establishment of new ELICs as required in TEIs currently without centres, (ii) upgrading of the equipment and facilities in the existing ELICs, and (iii) technical support to REB and TEI ELIC coordinators to regionally network ELICs and enhance the quality of language teaching and training courses provided through the ELICs. *TDP II will:*

a. Increase and strengthen ELICs:

- By the end of Phase I, the majority of TEIs will have a functioning ELIC in their institution.
- Each existing and new ELIC will be provided with sufficient equipment and material support to enable them to provide a functioning resource centre and for training, including computers (with publishing software), printer, scanner, PC table, LCD projector and screen, copier or duplicator, laminator, CD/cassette player, satellite radio and head sets, TV/VCR, PA system, flip chart stand, whiteboard, reference books and a small collection of key English Language Teaching texts.
- ELID will produce and distribute revised guidelines for ELICs to ensure that new ELICs meet national standards.

b. Network ELICs:

- ELID will design a network model and REBs will network ELICs regionally.
- ELID will produce a quarterly ELICs newsletter to share experience and communicate developments.
- ELID will facilitate an annual 3 day national meeting for REB ELIC coordinators and international volunteer advisers to design and review ELIC M&E tools.
- ELID will facilitate an annual 3 day conference for ELIC advisers.
- ELID will facilitate a 5 day annual consultative meeting for ELIC coordinators, targeted at new and existing ELIC coordinators and advisers, and involving training in expectations, procedures (especially for reporting and the M&E framework) and language teaching methodology.
- ELIC coordinators will undertake experience sharing visits, particularly so that new ELICs can learn from established.
- ELID will undertake twice yearly TA/consultations with REBs & TEI ELICs to identify & resolve problems of implementation & build capacity.

c. Deliver specialist and supportive pre-service English improvement courses:

- ELICs' pre-service engagement will be expanded across 5 training and support areas:
 - i) general English and/or English for academic purposes (EAP) classes for teacher trainees;
 - ii) study skills and 'learning to learn' tuition/ workshops;
 - iii) updating teacher educators' ELT skills and knowledge;
 - iv) providing self-access materials for students and staff;
 - v) organizing extra curricular events that promote wider use of English.

Alternative Basic Education

Objective: To increase the provision of qualified alternative basic education

facilitators

Indicator: 4,000 facilitators qualified to 3 month certificate level by Year 3

Although nationally Ethiopia is heading towards meeting the Millennium Development Goals and Education for All goals, some regions are a long way from Universal Primary Education. Alternative Basic Education (ABE) is an effective way of reaching the pastoralists, in Afar and Somalia especially, whose children are not yet being educated. Most of the ABE facilitators are untrained, and others have had a variety of training offered through government or NGO channels. A three-month certificate course for ABE facilitators is now being provided. In addition, opportunities will be provided for facilitators who have not completed general secondary education (i.e. who have not reached Grade 10) to complete to Grade 10. Continued provision of training by NGOs will be encouraged, and where possible recognized as equivalent to the certificate course.

In the first year, good practices in ABE and comparable activities will be examined, and a set of minimum standards will be developed. The TDP 2 program will support (i) expansion of the ABE facilitator training to more CTEs; (ii) revision of curriculum and materials; (iii) capacity building for tutors delivering the course; and (iv) delivery of the course to about half the ABE facilitators in Afar and Somali. *TDP II will:*

a. Enhance understanding of the demand for ABE:

- EPTED/GED will arrange for a Year 1 external consultancy which will:
 - i) perform needs and capacity assessments for ABE;
 - ii) research international ABE standards (final standards will be translated into local languages);
 - iii) design follow-up steps based on the EFY 2000 ABE study;
 - iv) gather and report on the existing NGO knowledge base and research findings, particularly as they pertain to attendance and curricula-oriented needs assessments.
- EPTED/GED will arrange for a Year 2 external consultancy which will undertake a mid-term evaluation of the ABE facilitators' program, the results of which will be disseminated.
- EPTED/GED will arrange for a Year 3 external consultancy which will analyze regional curricula, assess what works, and revise the national ABE curriculum to align with the minimum standards; this will be validated at a national stakeholder workshop.

b. Improve strategic planning for a flexible approach to ABE facilitator provision:

- Year 1 will be used to plan, organize and develop a flexible strategy to address the efficient and effective provision of facilitators.
- EPTED/GED will throughout the program particularly target Somali and Afar regions for supportive M&E.

c. Enhance the relationship between NGO and government provision of ABE facilitators:

- EPTED/GED and Afar and Somali REBs will increase collaboration with NGOs in order to share experience and to reduce gaps and duplication in the provision of ABE, through the means of a Year 1 ABE coordination workshop and a memorandum of understanding.

- Afar and Somali REBs will work with NGOs to create a standard for facilitator professional development and to provide government recognized certificates to facilitators.

d. Enhance understanding of the impact of the ABE facilitator program:

- The TDP II Impact Study will address the implementation of the revised ABE facilitator training program.

PP2 – In-service Teacher Education Quality Improvement

Key Development Objectives:

- To update and upgrade practicing teachers' knowledge, skills and attitudes

Key Indicators:

- 50% of G1-8 teachers effectively using revised curriculum and textbooks
- 30% of G9-12 teachers effectively using revised curriculum and textbooks
- Total number of enrolees undergoing upgrading from certificate to diploma will be 21,147 by Year 3

Continuous Professional Development

Objective: To increase children's learning through more teachers using better teaching practices

Indicator 1: 80% of all newly deployed teachers will be enrolled in the formal induction program by the end of Year 3

Indicator 2: 60% of all teachers will enrolled in CPD by the end of Year 3

Under TDP 1, continuing professional development for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise. CPD was traditionally based on ineffective cascade models of training. TDP I tried to address this through the cluster system, but not all regions have applied this yet. Where it has been applied, teachers are not using improved teaching methods as expected. This is partly due to variations in the level of supervisor support to teachers; partly due to only centrally produced CPD manuals, written in English, being available, with little or none regionally produced; and partly due to inappropriate didactic methods of CPD facilitation.

Based on this experience, the 3 existing CPD manuals will be revised and enhanced to incorporate the new general and teacher education curricula and their impact on CPD content and pedagogy. Locally and regionally produced manuals in the local language will be developed and distributed. A separate track, including the use of an experienced mentor, will be provided for newly deployed teachers. EPTED will produce 13 new, competency-based manuals, translated into Amharic from English, moving towards a goal of there being one generic, and two subject specific (one to update subject knowledge and the other to improve teachers' methodology) for each of six stages in the teacher career ladder. A consultancy will produce a CPD manual for HIV/AIDS and School Health and Nutrition (SHN). TDP II will support (i) development, printing and distribution of CPD manuals at the federal and regional levels; (ii) awareness raising to facilitate the expansion of the program to reach 60 percent of teachers within 4 years; and (iii) capacity building for CPD tutors at the local level. *TDP II will:*

a. Enhance the relevance of CPD and its integration into the evolving teacher ladder structure, making CPD a truly continuous professional development exercise:

- A needs assessment will be administered by EPTED in Year 1 to determine the status of CPD administration and delivery across regions.
- CPD curriculum revision and expansion will incorporate best practices and strategies observed in particularly strong Ethiopian teachers' classrooms.
- EPTED will align the CPD manuals to the six stages in the teacher career ladder.
- REBs will oversee a stronger relationship between CRC and CPD systems by each year facilitating awareness raising workshops for education officials.
- In Year 3 a consultancy, managed by EPTED, will advise on the future course of CPD with regard to higher education.

b. Improve the quality of the professional development provided under CPD:

- ELID will host a yearly workshop for CPD facilitators, REB education officers, representatives of TEIs, and some zonal and woreda officers with CPD experience to review existing practices, agree material for regional workshops and M&E formats, input to manuals under production and be orientated to new manuals.
- Each year, REBS will provide training of trainers for improved CPD delivery through the cluster system.
- REBs will hold workshops for woreda and zonal officers, CRC staff and school principals to share experiences, motivate CPD providers, provide ideas for content, and disseminate monitoring formats.
- Each year, EPTED will provide national manuals (translated into Amharic), and REBs will supply national and regional CPD materials translated into local languages, to every primary school.
- In the first year, EPTED will update the three existing manuals and produce three new generic manuals:
 - i) *Professional Ethics, Counselling and Mentoring Using Active Learning Methodology* (revised)
 - ii) *Gender and HIV/Aids Issues; Continuous Assessment and Planning Approaches to Individual Subject Areas in the Context of Large Class Sizes* (revised)
 - iii) *Rural Development, Civics and Methodology* (revised)
 - iv) *Skills for Mentoring*
 - v) *Skills for Compilation and Use of the Teacher's CPD Portfolio*
 - vi) *The Nature of CPD – Skills for becoming a Better Teacher*
- In the second year, EPTED will produce one new generic manual and four new subject-specific manuals:
 - i) *The Self-Contained Classroom*
 - ii) *Languages Pedagogy*
 - iii) *Natural Science Pedagogy*
 - iv) *Environmental Science Pedagogy*
 - v) *Mathematics Pedagogy*
- In the third year, EPTED will produce one new generic manual and four new subject-specific manuals:
 - i) *Inclusion, Mixed Ability and Multigrade Classes*
 - ii) *Languages Content Updating*
 - iii) *Natural Science Content Updating*
 - iv) *Environmental Science Content Updating*
 - v) *Mathematics Content Updating*

- The development of the mathematics manuals will be supported by a Year 1 workshop of mathematics teachers and CPD users.
- In the third year, EPTED will facilitate a stakeholder workshop to review the revised and new modules.
- EPTED will manage a 25 day consultancy to develop HIV/AIDS and SHN manuals for inclusion in CPD and in pre-service teacher training.

c. Enhance understanding of the impact of CPD:

- The TDP Impact Study will focus on the pedagogical improvement due to the revised CPD program.

English Language Quality Improvement Program

Objective: To improve the quality of English language teaching and teaching of core subjects in English

Indicator 1: 9,100 G1-12 English teachers undertake English Language Teaching (ELT) methodology training via English Language Teaching Improvement Program (ELTIP)

Indicator 2: 2,995 G1-12 English teachers undertake School-Based English Mentoring (SBEM) training

Indicator 3: 1 CLIL (Content and Language Integrated Learning) module prepared for the training of EMTOS (English medium teachers of other subjects) in Phase 2

This sub-component provides opportunities for English teachers to improve their English through face-to-face training and for these and other teachers to be supported by school-based English mentors. The target groups for ELQIP are specialized English teachers and English medium teachers of other subjects. The English Language Teaching Improvement Program (ELTIP) training is designed as 120 hours of contact time to be taught during one 4-week session in the summer. The School Based English Mentoring (SBEM) training is 120 hours of contact time plus reflective action tasks to be undertaken over 3 sessions during a 14-month period. Training will be done by specialist ELTIP and SBEM trainers, some of whom may be recruited from existing teachers or trainers known as Key English Language Training Advisors and Key English Language Trainers; and coordinated by designated staff in the REBs.

This component will include three main activities, (i) ELTIP training for 9,100 English Language teachers in primary and secondary schools, (ii) SBEM training for 2,995 experienced English teachers in primary and secondary schools, and (iii) trainer training for 530 ELTIP and 230 SBEM trainers who deliver the training at local level. An English Medium Teaching Improvement Program (EMTIP) course will also be designed in preparation for EMTIP training, scheduled to start in Phase 2. *TDP II will:*

a. Improve the quality of English teaching in Ethiopian schools by devising and implementing an English Language Teaching Improvement Program:

- ELID will in Year 1 engage a 29 day consultancy to design the ELTIP framework and assist with manual development and training of trainers of trainers (ToTs) workshops.
- ELID will hold a 5 day workshop for manual development and 15 days of training of ToTs for ELTIP, each for 30 participants.

- REBs will be responsible for organizing training, including sourcing/deploying trainers, in summer vacation and semester breaks, from Year 2 on.

b. Increase the impact of ELTIP training through a School Based English Mentor intervention:

- ELID will in Year 2 engage a 29 day consultancy to design the SBEM framework and assist with manual development and training of ToTs workshops.
- ELID will hold a 5 day workshop for manual development and 15 days of training of trainers of trainers for SBEM, each for 25 participants.
- REBs will be responsible for organizing training, including sourcing/deploying trainers, in summer vacation and semester breaks, from Year 3 on.

c. Improve the quality of teaching of core subjects in English by devising and preparing for implementation an English Medium Teaching Improvement Program:

- ELID will in Year 3 engage a 29 day consultancy to design the EMTIP framework and assist with manual development and training of ToTs workshops.
- ELID will hold a 5 day workshop for manual development and 15 days of training of trainers of trainers for SBEM, each for 30 participants.

d. Build capacity in ELID and the regions to implement programs with maximum effect:

- ELID will hold yearly 3 day stakeholder workshops for an average of 60 REB staff, trainers and English teachers to consult on the new ELTIP program; motivate participants and disseminate information.
- In Years 2 and 3, ELID will facilitate 3 day training workshops for 44 REB staff (training coordinators, and ELTIP and SBEM trainers) in managing ELQIP, focusing on organizing and implementing training.
- A series of three 12 month international TA consultancies based in ELID (funded by GEQIP management) will provide training on program management, English and communicative teaching methodology for ELID staff and other pillars in GEQIP, and will assist in designing M&E tools.
- ELID staff will make short visits to follow up REBs' training to assure quality and provide field support on ELTIP/SBEM implementation, M&E and reporting

Upgrading and Teacher Licensing and Re-licensing

Objective: To improve the quality of pedagogy through upgrading teachers' qualifications

Indicator 1: 12% of G1-4 teachers qualified (diploma)

Indicator 2: 60% of G5-8 teachers qualified (diploma)

The recent decisions to cease the one year certificate for primary teachers, and to require all teachers to be qualified to a minimum of diploma level, mean that there are a significant number of teachers who need to be upgraded. Primary teachers with a certificate qualification will be offered the opportunity to upgrade to a diploma qualification through a 3 year in-service program, using self study modules, 2 three-day tutorials per year and a 6-week residential training in CTEs during each of the 3 summer vacations of the course. TDP II will support (i) the provision of the modules and course materials; and (ii) the cost of travel and subsistence for the residential

courses for the over 20,000 teachers who will participate in this course each year.

In order to enhance standards and provide incentives for teachers to develop their skills and performance, a teacher licensing and re-licensing system will be developed. This will include setting in place performance criteria for promoting teachers to different levels in the system. A similar system will also be developed for head teacher and cluster supervisor positions. This system will be aligned with CPD and with teacher upgrading. It is anticipated that this revised career structure will be implemented in the second phase of GEQIP. In the current phase, TDP will support (i) the development of processes, standards and guidelines; and (ii) activities to build awareness and support for the introduction of the licensing and re-licensing system at the regional levels. *TDP II will:*

a. Improve the relevance of the upgrading program:

- The upgrading curriculum will be revised in Year 1 to fit the new general and teacher education curricula.
- CTEs will deliver the revised upgrading course, covering the costs of teachers' meals and accommodation while in the period of residential training.

b. Enhance the M&E of the quality and impact of the upgrading program:

- M&E by EPTED of the upgrading program will be a significant focus in Phase 1 in order to assess its impact on student learning outcomes and teacher behaviour.
- REBs will share findings with CTEs during validation workshops, with concrete action steps recommended for local CTEs.
- Each year, CTE Instructors will travel to schools to undertake biannual face-to-face tutorials with upgrading teachers and assess their self-study assignments.

c. Improve the quality of the action research elements of upgrading:

- The revised curriculum and M&E support visits will be focused on improving the scope and depth of upgrading teachers' action research activities.

d. Enhance understanding of the impact of the upgrading program:

- The Year 3 TDP Impact Study will include an investigation into the cost effectiveness of the upgrading program, taking into account the cost of salary increases resulting from upgrading and the benefit of improved teaching practice.

e. Create awareness of the new teacher licensing and re-licensing system:

- EPTED will in Year 1 facilitate a 3 day consultative workshop for 120 participants on the proposed new teacher licensing system and career structure.
- REBs will in Year 1 facilitate awareness raising workshops, preparing teachers for the introduction of the new licensing system.

5. School Improvement Program (SIP)

Background and Situation Analysis

Whilst providing physical inputs such as teachers, textbooks and School Health and Nutrition (SHN) Services are necessary if the quality of education is to be improved, creating incentives that lead to better instruction and learning are also vital. Hanushek and Woessmann (2007)⁸ identify three key factors that enhance the quality of education. These are choice and competition between schools, school autonomy and school accountability. The authors cite a plethora of evidence to support their argument including a study by Skoufias and Shapiro (2006) which finds that the combination of increased school resources and local school management induce statistically significant improvements in learning.

Through enhancing the resources that schools have at their disposal, building capacity in school planning and creating mechanisms through which the communities decide how resources are utilised, the School Improvement and School Grants Programs will improve the second and third of these key axioms. The resources that schools receive under the School Grants Programs will be used to support implementation of School Improvement Plans.

The school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by development and implementation of a School Improvement Plan. The schools are also required to maintain information/data on the effectiveness of their plans. The school improvement methodology will be critical in strengthening the planning and utilisation of the school grant (and other resources), which in turn will realise measurable gains in school performance and the quality of education.

Throughout 2006-2007 the MoE developed a School Self-Assessment Form (SAF) with assistance from REBs and teacher education institutions. The purpose of the SAF is to a) review where the school is currently and b) to identify the areas most in need of development. The school self-assessment was prepared, edited, and translated into English and Amharic.

The SAF identifies four domains as the most significant areas in need of school improvement:

- Learning and Teaching
- Student Environment
- Leadership and Management
- Community Involvement

Within each domain, focus areas are highlighted and standards of performance indicated. Indicators of practice are provided for the school to evaluate its performance in relation to each standard. The school is encouraged to identify evidence or data that supports their assessment of how well they are meeting each standard.

The schools rate themselves. As part of the process each school is required to include all stakeholders in the assessment (i.e., teachers, students, parents, and community). The school assesses its strengths and weaknesses for each standard.

⁸ World Bank Working Paper 4122

Weaknesses are noted and prioritized in terms of importance for the purpose of developing plans.

During 2007 training and materials in school improvement methodology were provided to the REBs, woredas and schools. In particular, schools were instructed in how to use the self-assessment instrument and how to apply the findings to develop a School Improvement Plan. To date over 80% of schools have been trained in the school improvement methodology and have a school improvement plan. Training includes the school community, i.e. administrators, teachers, students, parents/caregivers, community representatives, supervisors and educational program experts.

Simultaneously, universities and colleges involved in teacher training were instructed in the use of the school improvement materials, the principles of school improvement and the MOE plan for school improvement in Ethiopia. During 2007-2008 these institutions will be reviewing and revising their curricula to incorporate the principles of school improvement in their teacher training programs

According to the MOE Blue Book's recommendation schools should receive 10 Birr per year for every Grade 1-4 child that is enrolled in school, 15 Birr per year for every Grade 5-8 child that is enrolled, 20 Birr per year for every child that is enrolled in Grade 9-10 and 50 Birr per year for every child that is enrolled in Grade 11-12. The purpose of this grant is to cover schools operating costs and augment non-salary expenditures.

However, due to a lack of resources at the woreda level, in none of the woredas and schools visited by the JRM (2006) were the amounts obtained by schools, both in cash or in-kind, in line with the standards laid out in the Blue Book⁹. In addition to this, the extent to which this policy is implemented across the country is highly variable ranging from none in Benishangul-Gumuz to its consistent application in Amhara and Tigray, although not at the proposed level.

Taken from the JRM (2006) report, Table 1 indicates the extent to which the school grant policy was implemented across eight of Ethiopia's regions and City Administrations in 2006.

Table 1: Implementation of school block grant policy across Regions, 1998/9¹⁰

Addis Ababa	Schools (467 + 97 government primary and secondary schools now) are cost centres and have individual budgets covering teachers' salaries and operating costs, but not textbooks.
Amhara	School block grant applied but not to proposed standards; cash.
Benishangul-Gumuz	School block grant not applied except in one pilot woreda where schools know their entitlement and instruct WEO what to purchase with it. Per student spending varies significantly among woredas (e.g. for primary schools, less than 1 birr/student in Bambesi in 1999 – down from 2 birr in 1998 - against 11 birr/student in Kurmuck and 19 birr/student in Sirba Abay in 1998).
Dire Dawa	As for Addis Ababa (80 + 10 primary and secondary schools) but school operating budgets are not based on per student rate (allocation is made in a "somewhat empirical manner"). Moreover, schools are actually getting support in kind. School directors do not know very well how allocations are

⁹ The lack of resources has been aggravated by the presence of HIV/AIDS which has compromised the ability to support schools effectively with resources.

¹⁰ It is important to note that Woredas non-salary recurrent expenditure is supplemented by regional expenditure and community contributions.

	being calculated.
Gambella	Variable across woredas and schools; some in kind, some cash.
Oromia	Woredas provide in-kind support. Schools do not know what to expect and per student spending varies considerably from one woreda to another, e.g. from 0.55 birr/student to 11.25 birr/ student in two of the three woredas visited by the JRM team.
SNNP	Policy applied consistently but standards not adhered to. Variation from 0.59 birr/ student to 7.5 birr/students in two woredas among the three visited by the JRM team. Schools complain about lack of certainty over when block grant is released.
Tigray	Policy applied consistently but standards difficult to adhere to for secondary schools. Variations among woredas for primary schools: Gr 1-4 from 3 to 7 birr/student and Gr 5-8 from 8 to 15 birr/student. Cash released in two instalments (semester) in some woredas. Reports from schools, monthly in some woredas, every semester in other woredas. PTA/parents get report on whole school finances including schools' own revenues and block grant funds.

Without additional resources for school grants through GEQIP the trend of under-funding will almost certainly continue or worsen over the medium term. From 1998 to 1999 the share of woreda recurrent expenditure on education devoted to salaries rose from 90 to 94%, meaning that even fewer resources are available for non-salary inputs such as textbooks or school grants. With primary enrolment continuing to increase and the share of the regional budget being allocated to education due to fall from 31.9% in 1999 expenditure to 26.2% in the 2000 budget, it is hard to see how this situation will change over the medium term.

Approach and Technical Rationale

The School Improvement Program (SIP) component of GEQIP will be implemented through the following two mutually reinforcing priority programs:

- **School Improvement Program** – This program is designed to assist schools to: identify priority needs through a process of self-assessment; develop an effective and practical School Improvement Plan to address those needs; and then monitor and assess implementation.
- **School Grants Program** – This program entails the provision of additional resources to schools and ABE Centres to support implementation of the SIP, as well as realise measurable improvements in the quality of education service provision.

Capacity building for SIP will be implemented under the Management and Administration (MAP) component of GEQIP to ensure complementarities with other decentralised education planning and management capacity building programs.

Many studies of the school improvement process suggest that the involvement of teachers, students, and communities are vital for effective change (Akiba, M. LeTendre, G. K., & Scribner, J.P., 2007; Enabling Education, 2006; Focus on Global Education, 2008; Gallagher, C. W., 2008; Grubb, W. N., 2007, 2008; Kozma, R. B., nd; Preus, B., 2007; Williams, J., 2007). Recognizing this, the SIP process in Ethiopia intends to promote school improvement at the school level through relying on local knowledge and resources within the community (e.g. involvement of stakeholders and their expertise.)

It is emphasised that a) the SIP is a critical process for the improvement of the

teaching and learning environment, and b) the process will bring control of schools into the community.

Through the process of developing a School Improvement Plan, schools and their stakeholders will identify their needs and priorities. While the implementation of some of these activities will not entail a financial outlay, some of the activities outlined in the School Improvement Plan will inevitably require resources to achieve the objectives. The grants that schools receive will thus enable the schools to effectively implement the plans that they develop.

In order to assess the current status of the implementation and management of the school grants, and how school improvement processes relate to the planning and utilization of school resources, field visits to Tigray, Addis Ababa, Oromiya and SNNPR were undertaken during which meetings were held with REBs, BOFEDs, WOFEDs, WEOs, primary and secondary schools, PTAs and KETBs.

In the regions visited, with the exception of Oromiya, it was discovered that there is an effective system for the distribution and utilisation of school grants already in place. The most significant problem facing the school grants program in the remaining regions is that in rural areas its implementation was found to be uniformly below the levels indicated in the Blue Book. For example in one rural woreda in Tigray primary schools received 2.77 birr per pupil, whilst a handful of rural woredas in SNNPR reported that school grants implementation was below 40% of the targeted level, but with some schools having received no school grant at all over the last 2-3 years.

While the implementation of the school block grant was typically found to be roughly in line with the Blue Book in urban areas such variability will over the long term only serve to heighten the pre-existing inequities in the education system.

In all of the regions that were visited the PTAs were found to be strongly involved in the decision making process regarding how the resources that the schools have at their disposal are to be spent. This includes school grants, community contributions and any revenue that the school may generate. In general community contributions were found to be higher than the level of resources that schools received through the block grant. Schools are thus at present effectively managing a level of funding higher than that would be realised through the full implementation of the block grant. Thus increasing the block grant allocation would not pose a serious problem with respect to financial management capacity at the school level. Local accountability with respect to how resources are used is enhanced through PTA days, which typically takes place between 2 and 4 times a year in every school. All parents are invited to these events at which they are entitled to ask questions about any aspect of the school life from school discipline through to what the school has spent its money on.

None of the schools visited during the field visits felt that if the school grant was increased the community contributions would fall, i.e. increases in the school grant would represent additional resources to the school. The extent of community involvement in the education sector was found to be substantial. In one rural school it was discovered that every household in the Kebele had contributed to the school irrespective of whether they had a child enrolled in the school or not. Furthermore one Grade 9-10 school stated that every parent provides a minimum of 70 Birr to the school every year. These examples were seen throughout the field visits and thus the extent of community ownership of schools is very high. Indeed excluding salaries, it is clear that community contributions to schools are significantly above that which is

provided by the Government.

The key issue facing the provision of school grants in Ethiopia, in general, is not related to difficulties in disbursement, financial management or accountability¹¹, rather it is the acute constraints on woreda budgets meaning that the overall level of disbursement across the country is much lower than the required levels. The school grants component of GEQIP will therefore improve the quality of education by facilitating an increase in non-salary expenditure and empowering schools and local communities to address the needs of their school.

In response to feedback from field visits the MoE School Improvement Unit have developed a plan for the review of the SIP process with the aim of simplifying the methodology (particularly in respect to the large number of indicators used and the complexity and length of the documentation).

In order to be successful it is essential that guidelines regarding the implementation of the school grants program are made as widely available as possible, specifically to each school. In particular it is critical that members of PTAs and the local communities are aware of the fact that their school is entitled to receive a grant based upon its level of enrolment. Public awareness will be undertaken, including through radio and local newspapers.

Implementation and Management Arrangements

The Management of SIP will adhere to the following steps:

1. After receiving training, schools will conduct a self-assessment identifying areas where improvements may be made. A School Improvement Committee (SIC) will be created and provided with data from the self-assessment exercise including prioritized needs. The committee consists of members from administration, teachers, students, parents, and community. The SIC will choose the specific number of priorities that it considers feasible to accomplish during the school year.
2. The SIC will create a School Improvement Plan (SIP) which contains possible solutions and budgets to the problems identified. Bearing in mind the likely resource envelope, the SIC creates a draft implementation plan including timelines, methods, personnel, materials, etc to accomplish the proposed solution. The SIC chooses the plan most likely to succeed within the limitations of available resources.
3. Revision of the SIP will be made based upon suggestions provided by key stakeholders and once consensus has been reached the SIC will begin implementation of the SIP¹².
4. Throughout the school year, each school is expected to monitor the operation of its SIP. With this formative data, the SIC, with assistance of other stakeholders, may revise the SIP as necessary.

¹¹ With the exception of Oromiya as noted.

¹² This should include School Health and Nutrition services, education needs of Orphans and Vulnerable Children (OVCs), and information needs of teachers for accessing HIV Voluntary Counselling and Testing (VCTs) and referrals.

5. Schools will submit School Grant Financial Documentation to WoFED each quarter. The School Grants Program will be subject to constant external Financial Review.

SIP Summary Four Year Work Plan

Year One: The SIP methodologies and, in particular, SIP materials (SAF and linked Guideline documents), will be reviewed and revised, followed by printing, distribution and training, in 2001 EC (2008/9). This is in response to feedback from some schools that the SAF is difficult and very time consuming to use. The proposed review will involve monitoring visits and reports sent from schools, via woredas and REBs, to the MoE. In addition, consultants will be hired to carry out an in-depth assessment of the effectiveness of the SIP by looking at a small sample of representative schools from each region.

REBs, woredas and schools will receive training through the Management and Administration pillar of GEQIP, in collaboration with the School Improvement Unit at the MOE, on the revised SAF instrument and SIP Guidelines. In addition, School Grants Program Management Guidelines are being finalised and will be distributed to REBs, woredas and Schools (funded under the SIP pillar).

In turn, the REBs and woredas will train local school leaders in the school improvement process and provide further technical support where needed. The schools are expected to complete the SAF and begin to develop and implement their SIPs during school year 2000-2001 EC (2007/8-2008/9).

Through consultation with the REBs and woredas, the MOE will monitor the implementation of the SIP to determine the need for additional materials, areas for future training, formative evaluation of the newly revised materials, and preparation of updated SIP training materials. This will be done based on data from the formative evaluation, observations of school implementation, recommendations from the REBs and woredas, and suggestions from schools. The teacher training institutions will revise their curricula to include the school improvement methodology.

Years Two - Four: The MoE, REBs and woredas will organize opportunities for schools to share their experiences and continue to formulate revisions to materials based on feedback from REBs and woredas and data provided by schools. The MOE may prepare modules for instruction in specific areas as identified by the schools, REBs, or woredas. These will assist the schools to develop specific areas of the SAF in which there is confusion.

The REBs and woredas will continue to monitor the implementation of SIP and provide technical assistance and training as necessary. Information gathered will be shared with the MOE in order to facilitate the refinement of the school improvement process. In addition, these organizations will provide feedback to the schools as to the appropriateness and accuracy of their evaluations.

Schools that complete their SIP within three years will be encouraged to follow the process again and develop a new SIP. This will build the understanding that school improvement is not a goal in itself, but a continuous process. During the implementation of this subsequent SIP, the REBs and woredas will continue to provide support.

During the fourth year a workshop with REB, woreda, and school representatives will

review the final SAF document and other materials for consideration of revision, additions, deletions, etc. These recommendations will be forwarded to the MOE for action.

Final accumulation of results will be evaluated in year four by the external consultants. Based on these findings, the instruments and process will be fine-tuned. By this time the process of school improvement will be established in the schools and will continue with the assistance of the MOE, REBs, and woredas.

Budgeting

In its first four years (2001-4 EC) the pooled fund will provide per capita school grants as follows:

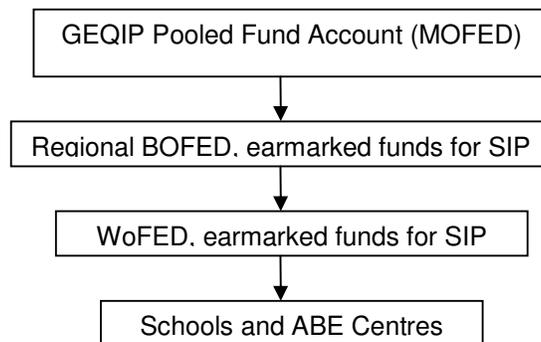
- 15 birr for every child enrolled in Grade 1-8
- 20 birr for every child enrolled in Grade 9-12

This amount will be reviewed annually, with inflation taken into account. Regions and woredas are expected to top up the support from the Government budget.

Flow of Funds

The funds for the school improvement program will flow through MoFED to the BoFEDs and then down to the WoFEDs. The money for SIP training and school grants will be sent together to the woreda level. The School Principals or Vice Principals (or PTA representatives in the case of ABEs) will collect the school grants money biannually from the WoFED office in line with arrangements currently in place where funds are transferred to schools. This flow of resources can be seen in Figure 1 below. The money for the SIP training will remain in the WoFED and will be spent as and where appropriate.

Figure 1: Financial Disbursement of SIP



SIP money will be mixed with general woreda funds and its flow tracked through the Ethiopian Government system. The advantage of the system is that it is consistent with good public expenditure management practice and will facilitate a more comprehensive budgeting process.

It is important to emphasise that GEQIP school grants will only be provided to regions where it is agreed that the funds are transferred to schools in cash (as opposed to in kind support which is provided in Oromiya).

ABE centres will also receive the school grant. Since this does not take place at the moment, this represents a new challenge regarding how to disburse funds in the most effective manner. It is proposed that ABE facilitators or PTA representatives either collect the school grant or if deemed appropriate rely on a neighbouring formal school to collect the school grant on their behalf.

All government schools will receive the school grant and the money can be spent on whatever is identified to be needed by the school, provided that it does not include teachers salaries.

Schools that receive more than 15,000 Birr will be required to have a bank account.

Monitoring and Evaluation

An evaluation of the school grant program will be undertaken one year after its implementation and thereafter every two years. This will be linked to the overall GEQIP review process which may choose issues to focus on in depth each year.

It will be necessary to visit schools in order to assess what the impact of school grants has been on them and to discover what they have spent the additional funding on. The following issues would need to be addressed at the school level.

1. Key decisions about spending, their magnitude and who made them. Why was it deemed necessary to spend money in the areas that were chosen?
2. The effectiveness of the school improvement process and whether the self assessment form is easy to use and implement
3. Linkages between the provision of school grants and the school development plan and process, including the School Improvement Program. Has the provision of school grants improved the quality of school planning and the effectiveness in implementing school plans?
4. The extent to which additional resources have been secured by the school following from the implementation of the school grant program. Has community contributions to the school increased or fallen after the implementation of the school grant program?
5. The extent to which community participation in the school has changed following the introduction of the school grant program. How many times a year does the PTA now meet? Is this an increase or decrease on previous years? Has the headmaster published on a notice board what the school grant money has been spent on?
6. What has been the impact of SIP on teaching and learning?

In the longer term it will also be important to assess the extent to which the local communities feel that the school improvement program has had an impact on student achievement, school enrolment, repetition, drop out and prioritised needs as identified through the SIP process. If the local community perceive that the quality of education provided has increased it is possible that the school improvement program may have induced an improvement in these areas. Given this it will be important to analyse and ask questions regarding all of the potential impacts of the policy.

Evaluations will ensure a strong focus on the financial disbursement, management and monitoring systems. It will be important to ascertain if there are any problems with the financing modality for the school grants program. Are the schools receiving the money on time and to the correct level? The WoFEDs and WEO's will provide key information regarding these issues and from the field work it is clear that the existing systems provide a sound basis for this.

The evaluation should also test the effectiveness of the channels of communication that have been chosen. It should discover if the messages are reaching the intended audiences, and make recommendations regarding what would be the best way to proceed.

In addition to this, school's cash books will be reviewed at WoFEDs (a random sample of 10% of schools), with the review team visiting selective schools whenever they see a need to do so.

Risk Assessment and Mitigation

Risk	Probability	Impact	Assessment and Mitigation
Inflation of enrolment statistics to solicit higher funds	Low	Medium	Data collection, processing and verification processes by the WEO are well established and accountability in local communities is strong.
GEQIP school grants financial management systems create additional burdens on woredas leading to funds not reaching schools	Medium	Medium	The GEQIP financial management system will use the existing Government system.
The previous teacher training may not have prepared teachers for changes through the process of school improvement.	Medium	Medium	Additional teacher training and professional development may be necessary. The materials provided by the MoE may contribute to the solution for this problem. In addition, teacher training institutions, with the support of the Teacher Development Program, will work cooperatively with the schools to provide supplementary instruction. As in previous activities, the REBs and Woredas will provide support and technical assistance as necessary.
Woredas and schools have insufficient capacity to manage finances effectively	Medium	Medium	Financial management capacity is relatively strong. However, it may be more limited in some specific regions or areas. In this respect, assessment of capacity will be undertaken and regions/areas where capacity is limited will receive additional support in the form of woreda and school level training.
GEQIP resources "crowd out" treasury funding	<i>Very hard to predict</i>	<i>Very hard to predict</i>	Financial reporting will track both Treasury and GEQIP funds for school grants. This will be monitored and results will feed into strategies for SG budgeting and management to address

Risk	Probability	Impact	Assessment and Mitigation
			this issue.
In some areas, completion of SAFs will not be carried out due to low capacity.	Medium	Low	With support, training, and technical assistance provided by REBs and woredas, SAFs will be completed on time.
Misuse of funds by schools	Low	Medium	Accountability is already exerted on schools by the local community through the PTAs. This practice will be continue to operate as schools will be required to show what they have spent their money on. Disciplinary measures also exert a significant disincentive for misuse of funds.
School administrators may not have the knowledge or skills to implement school improvement in their schools.	Medium	Low	The MoE will provide workshops to improve the administrators' skills through the Leadership and Management program of MAP. In addition, the REBs and woredas will provide support, technical assistance, and training where necessary.
Woredas may not have the knowledge or skills to provide technical assistance or monitoring and evaluation of SIP	Low	Low	Training and support from the MOE and the REBs will be provided. In addition, other resources, such as Cluster Centers or TEIs will be available

6. Management and Administration Program (MAP)

Background and Situation Analysis

The Government of Ethiopia embarked on unprecedented and far reaching decentralisation reforms in the 1990's. This involved fundamental reforms in policy making, public service delivery and regulation. A key aspect of the reforms was the establishment of an intergovernmental fiscal transfer system for an annual grant, or subsidy, to regions. The Government introduced a comprehensive Civil Service Reform Program (CSRP) in 1996 aimed at modernising public sector management within the context of decentralisation reforms.

The results of the civil service reforms in the 1990's were mixed. Whilst there were notable achievements in developing new legislation and introducing some new systems, reforms had limited impact in relieving institutional and capacity constraints within the civil service and there was little evidence of sustained improvements in output performance¹³.

Further phases of the CSRP have given increased emphasis on capacity building for decentralisation, recognising the critical need for comprehensive development of human resources, organisations, systems and processes as a pre-requisite for improved service delivery in support of national development goals. In particular, the woreda decentralisation process, including the provision of block grants, has required a substantial devolution of planning, budgeting and management responsibilities to woredas. This transfer of functional and specific technical responsibilities has led to considerable capacity development needs.

In response to generally fragmented capacity building efforts, the Government established the Public Sector Capacity Building Program (PSCAP) in 2003. PSCAP aims to provide a comprehensive and coordinated approach to capacity building. Key programs focus on core civil service reforms (including public expenditure management, human resource management, and strengthening top management) and woreda decentralisation (including human resource management, organisational development, policy and strategy development, planning and financial management, and grassroots participation) and information and communication technology.

The implications of the decentralisation reforms are substantial for the education sector (the largest sector in terms of service delivery and public sector employees). The sector has demonstrated strong commitment to deepen decentralisation including measures to devolve decision-making and specific functions from the regional and zonal levels to the woreda level, and further to school level to improve responsiveness to citizens needs. Successive ESDPs have placed greater emphasis on strategies to strengthen capacity at the lower levels of the system.

The development of the Guidelines for the Organisation of Education Management, Community Participation and Education Finance in 2002 was a key initiative in supporting the decentralisation of education management. The 'Blue Book', as it is known, outlines the functions, roles and responsibilities of different levels of Government administration, schools, governing bodies, Parent Teachers Associations and communities more generally in education management. Strengthening local level governance including improving school level management,

¹³ *Public Sector Capacity Building Program Support Project*, World Bank 2004.

accountability, transparency, and community participation are key principles. In addition, a Woreda ESDP Program Implementation Manual was developed in 2007 with the aim of strengthening education management in Woreda Education Offices.

Notwithstanding the above, very considerable capacity constraints remain in delivering effective and efficient education services. ESDP III identifies a lack of organisational and management capacity as a major bottleneck in effectively implementing ESDP and in achieving targets. Furthermore, it emphasises that 'at the regional level and even more so at woreda level, capacity has been a serious problem, with a shortage of qualified staff, high staff turnover ... and with the situation being much more serious in the less developed regions'.

Within this context, ESDP III gives high priority to capacity development for REBs, zonal offices, WEOs, Kebele Education and Training Boards (KETBs), school directors and PTA's 'to properly implement the decentralisation process and to foster the provision of quality education'. In addition ESDP recognises the importance of civil service reforms in strengthening educational leadership and management, and the importance of coordinated and systemic approaches to the provision of external support to capacity development.

A specific and important ongoing civil service reform program is Business Process Reengineering which focuses on organisational development and change management. BPR is likely to result in substantial and transformational restructuring. Education sector BPR strategies and plans are due to be finalised in 2001 and will guide a process of organisational and management improvement.

Effective education planning is an essential pre-requisite for improving education sector performance in all aspects – access, quality and efficiency. Capacity in education planning (including budget planning), monitoring and evaluation is limited at all levels, but particularly at the regional and woreda levels - where the main responsibilities for general education planning lie.

A key challenge is the need to build capacity for improved evidence based planning as a basis for determining the optimal balance of inputs to best achieve results within a resource constrained environment. More specifically, the Education Joint Review Mission 2006 found a lack of resource constrained planning, uncoordinated responses to resource constraints at all levels, and limited understanding of the linkages between inputs, outputs and outcomes which would better inform choices regarding prioritisation and trade-offs.

Related to this are significant limitations in information sharing and communication between different levels of the system with responsibilities for education planning and monitoring. In particular, a lack of relevant and timely information sharing and coordination on education planning issues between the regions and the centre limit the effectiveness of the federal policy assurance and national strategic planning and advisory functions. Strengthening these processes will be fundamental to improving the effective and efficiency of education service delivery, including improving the quality of general education.

A properly functioning Educational Management Information System (EMIS) is a critical pre-requisite for effective education planning. The EMIS has been running for over a decade. Elements such as the data collection instruments and the software have changed over this time. MOE has worked with various partners to develop the system and the capacities at all levels to operate it and use the outputs. Most recently UNESCO Institute for Statistics (UIS) has developed the current software

with funding from EC. Before that, MOE had support from USAID's BESO project, following earlier cooperation with SIDA under a UNESCO initiative. Regional Education Bureaus (REBs) have long had the responsibility to enter the data.

EMIS operations are therefore reasonably well-established in Ethiopia. However, the Ministry has identified certain weaknesses which it wishes to address. In particular:

- *Timeliness*: the most recent *Education Statistics Annual Abstract* (1999EC / 2006-07GC) was released 1 year and 7 months after the start of the school year it relates to. A major aim is to reduce the time lag by six months.
- *Quality*: some forms are returned incomplete and some contain doubtful data: MOE spends a long time trying to improve the data, though concerns remain about the overall quality.
- *Analysis and application*: the Federal and Regional *Abstracts* are virtually the only outputs from the computerized system. The Ministry wishes to develop a range of products to meet the needs of users throughout the system, including those in schools and woredas who supply the raw data. There is also a need to develop the skills to analyze and apply EMIS data to policy decisions, plans and administration to improve education provision.

The following barriers to improving these aspects of EMIS have been identified:

- *A lack of staff with the required skills*: there is a need to develop the understanding and skills of staff throughout the system from schools and ABE Centers to the Federal level, both to produce the EMIS outputs and to apply them. Statistical, analytical and IT skills need to be developed. In some cases additional staff are required.
- *Poor ITC infrastructure*: EMIS operations and data analysis and application are currently undermined by inadequate IT equipment at all levels and by poor communication lines between REBs and the center.
- *Technical expertise*: MOE needs additional expertise if it is to address the identified weaknesses.

The EMIS Subcomponent of GEQIP seeks to tackle these weaknesses by overcoming these barriers. It is designed to build upon previous efforts and to re-enforce other current and planned initiatives.

Approach and Scope

Effective capacity development will require a combination of inter-related strategies which will address both sector specific technical capacities and more systemic organisational and institutional issues which underpin performance (e.g. high staff turnover, incentives, human resource management, restructuring and administrative reforms).

The general approach to MAP will be to undertake detailed analytical and design work during the first year of GEQIP – the MAP Capacity Development Design Study - followed by a more comprehensive implementation program from the second year. This will aim to ensure that capacity development strategies are based on rigorous evidence based needs analysis and that they respond to the wider institutional issues facing the sector. The rationale for further analytical work is guided by the following main factors:

- The need to assess the institutional and organisational changes which will result from Business Process Reengineering (BPR) – to ensure that GEQIP capacity development strategies respond to the new and emerging working environment including institutional structures, roles, responsibilities, functions and system developments. Education BPR strategies are due to be finalised in 2001.
- The need for more detailed assessment of how other aspects of ongoing civil service reforms will affect sector management and performance, including specific Government wide capacity and system development initiatives (e.g. human resource management reforms). This will feed into the design of complementary GEQIP supported sector specific capacity development strategies. Following discussions (including with the Ministry of Capacity Building) it became clear that it would be counter-productive to develop and implement sector specific initiatives through GEQIP until this further analytical work has been undertaken.
- Whilst the sector has been implementing a number of capacity building training programs at all levels (in the broad areas of education planning and management), it is felt that rather than simply replicate these programs it will be more prudent to undertake more comprehensive impact assessment. Impact assessment will be undertaken alongside comprehensive training needs analysis. This approach will ensure greater results orientation and therefore value for money.

Therefore, it is emphasised that in the first year GEQIP will not support organisational and management reforms to address some of the systemic capacity issues.

However, rather than postpone all MAP capacity development pending the outcome of the MAP Capacity Development Design Study in year one, some existing programs will be implemented (outlined below). These programs will focus on key education sector specific capacity building. It is clear that these programs are a) of high priority and b) will remain relevant to the needs of the sector and in particular quality improvement, irrespective of the issues outlined above. It would therefore be counter-productive to delay implementation of these programs.

The approach to capacity development under MAP will be determined by the analytical and design work undertaken in the first year. However, it is useful to outline some general principles which MoE envisage will guide the design of capacity development programs¹⁴:

- Capacity development will comprise a combination of types of ‘training’ and other complementary initiatives which will underpin improved performance (e.g. system development, guidelines/regulations, HRM, administrative reforms etc).
- MAP will provide capacity development programs at all levels, but with greatest emphasis at the lower levels, in particular the woreda, kebele and school levels.
- Capacity building ‘training’ programs will have an emphasis on the practical rather than the theoretical. Training will be clearly linked to the use of specific

¹⁴ It is emphasised that these principles already apply to the existing capacity development initiatives in the sector.

systems and approaches¹⁵ – so that participants will retain to the work place equipped to undertake their responsibilities more effectively.

- In keeping with the above, training will be generally be delivered through short workshop/seminar type training programs using participatory approaches. Courses will typically offer a menu of different modules which can be selected in response to specific need, i.e. training can delivered flexibility. Training materials (including specific training manuals) will be translated into local languages as appropriate. Cascade training approaches may be used.
- MAP will provide targeted support to regions and woredas which require special or and/or additional assistance in education planning and management. Provision of support will be based on requests and needs assessment.
- Given the well documented challenges in respect to high staff turnover, an important strategy will be continuous and repeat training for institutions at all levels. This does not exclude the design of strategies to address staff turnover but it must be acknowledged that it is likely to remain a significant issue and that repeat training is therefore an essential strategy to maintain minimum levels of performance.

In addition to general capacity development programs MAP will provide support to further strengthening of the Education Management Information System (outlined below).

Priority Programs and Specific Activities

MAP comprises three priority programs. The first two programs focus on capacity development for education planning and management at i) the administrative levels (i.e. the MoE, the REBs, the ZEOs, the WEOs and the KETBs) and ii) the school level. The third priority program is EMIS. The priority programs are outlined below.

Priority Program 1: Capacity Development for Education Planning and Management

The ***overall objective*** of the Capacity Building for Education Planning and Management priority program is to *contribute towards* improving the effectiveness and efficiency of general education planning and management at all levels for the purpose of improved decision making and resource utilisation resulting in sustained improvements in general education performance. The objectives (and indicative priorities outlined below) will be subject to review and revision design in relation to the MAP Capacity Development Design Study.

A key priority is to build capacity for regional and woreda level strategic planning and budget analysis, and to strengthen systems for resource allocation and transfer. This will include analysis of capital and recurrent expenditure needs, including salary – non-salary expenditures. In addition a lack of evidence based planning and monitoring and evaluation capacity has been identified, including the need to ensure

¹⁵ For example, education simulation models, teacher utilisation projection models, budgeting systems, the ‘Blue Book’ guidelines, school data collection questionnaires, SIP guidelines, manuals and forms, etc.

improved access to and availability of data. Gender budgeting in education has been identified as a particular planning priority (and MoFED has developed training materials in collaboration with the MoE). Organisational and institutional development priorities will be identified as part of the MAP Capacity Development Design Study.

The MAP Capacity Development Design Study will be located under this priority program (although it will address capacity development for PP1 and PP2). The timing of study will be implemented in relation to finalisation of BPR strategies¹⁶. No activity (other than the study) will be to be implemented in Year 1. As noted, other programs will be developed from year 2.

Priority Program 2: Capacity Development for School Planning and Management:

The ***overall objective*** of the Capacity Building for School Planning and Management priority program is to *contribute towards* strengthening participatory school planning, management and monitoring for the purpose of greater effectiveness, efficiency and accountability in school performance, and improved teaching and learning.

An essential aspect of improving quality will be to improve performance through strengthening planning and management capacity at the point of service delivery, i.e. the school. While it is widely recognised that schools, parents and communities are best placed to make informed decisions regarding resource utilisation, the reality is that with highly constrained resources schools have little real decision-making power.

The provision of increased resources at the school (through school grants) provides a significant opportunity for developing meaningful school based needs assessment and planning for quality improvement. This priority program is an important strategy in helping to ensure effective use of school grants (information on school grants will be displayed outsider schools). Priorities will include building capacity in school planning, management and monitoring with a strong emphasis on community participation and accountability mechanisms.

Training in the use of School Improvement Program (SIP)¹⁷ methodologies are an important part of this priority program. It is envisaged (depending upon the outcomes of the MAP Capacity Development Design Study) that most of the capacity building will be delivered through short school-focused training. This will be complemented by formal accredited management training through diploma and advanced diploma courses for principals and supervisors as described below.

The following two capacity building programs will be implemented during the first year (other programs will be developed and implemented from the second year).

School Improvement Program (SIP) Training

Following the development of SIP in 1999, SIP training was rolled out to all schools during 2000. It is estimated that approximately 80% of school staff (Directors and teachers) have received training. The training focused on the whole SIP process from concepts to

¹⁶ The study will include analysis of School Health and Nutrition, and HIV/AIDS issues, in respect to education management and institutional issues, incorporating capacity development initiatives as appropriate.

¹⁷ SIP is described in detail in the SIP Technical Paper.

implementation strategies including the use of the SIP Guidelines, the SIP Handbook and the School Self-Assessment Form (SAF). The training followed a cascade approach comprised of three stages:

- Training of Trainers at MoE for REB experts and CTE staff (100 persons, 12 days)
- Training of woreda level trainers (WEO experts, supervisors, some school directors) at regional centres (10 days)
- Training for schools (directors, teachers and PTA members) including a combination of plasma and participatory techniques, at woreda centres (6 days)

REBs and WEOs have identified further SIP Training as a priority. In particular, in order to maintain the momentum and to improve the implementation of SIP it is necessary to undertake SIP Training for schools in 2001. Feedback has shown that many schools require additional support, particularly in the use of School Self-Assessment Form (SAF). Training will be for 3 days and will target school staff and PTA members that have not yet received training. REBs and WEOs will provide the resource persons and will identify which schools require assistance. Specific regional training plans and budgets will then be developed.

The SIP pillar will undertake a review of SIP in 2001, including the various tools. SIP training needs and design from 2002 will be identified taking into account SIP revision (and the outcomes of the MAP Capacity Development Study).

Diploma and Advanced Diploma Training for School Principals and Supervisors (LAMP)

This training, which was started under TDP in 1998 (2005/06) as the 'Leadership and Management Program (LAMP)', will be continued. The program aims to build the capacity of school principals and supervisors in planning and management (leading to a certificate and diploma qualification).

Training for primary school principals and supervisors will be implemented through Diploma Programs delivered by the Colleges of Teacher Education¹⁸.

Training for secondary school principals and supervisors will be implemented through the following Advanced Diploma Programs, delivered by the universities. The duration of the programs are six months over three years (implemented during the summer vacation).

- Advanced Diploma in Secondary School Principal-ship, including:
 - Education Policy & Planning
 - Community Participation & Mobilisation
 - Instructional Leadership & Support Systems
 - Action Research
 - School Organisation & Management
 - Educational Project Management & Evaluation
 - Human Resource Management
 - Financial & Physical Resource Management
 - Civics & Professional Ethics
 - Management of Change in Education
 - Educational Assessment & Evaluation
 - Instructional Methodology
 - Curriculum Development & Evaluation
 - Instructional Media

¹⁸ Course outlines and materials are in Ethiopian languages.

- Advanced Diploma in Educational Supervision at Secondary Level. This includes a selection of the above courses with additional specialist courses in Education Supervision.

It is intended that this training will complement school-based training which may be designed and implemented from 2002.

Priority Program 3: Education Management Information System (EMIS)

The **overall objective** of the EMIS priority program is to improve the quality and timeliness of data collection and analysis for the purpose of *contributing towards* more effective and efficient planning and decision making at federal, regional, woreda and schools.

The most concrete aim relates to *timeliness* and it is to speed up the release of the national *Education Statistics Annual Abstract* by six months from April (1 year 7 months after the start of the 1999 EC / 2006-07GC academic year) to October. The speeding up of the national *Abstract* should also lead to quicker dissemination of the other existing and planned outputs from the system.

The aspiration for improved data *quality* has not been expressed in the form of an indicator. Good progress on this dimension would be expected to manifest itself in various ways, including a more *complete* dataset (fewer missing values), more *consistent* data from one year to the next and results that are more *coherent* with other sources such as household surveys (once underlying differences have been understood and explained).

No indicator has been identified to judge the success of improving the *analysis and application* of EMIS data. Such improvements should lead to a range of new reports and database products, more satisfied users throughout the education system and an increasing role for EMIS data in evidence-based policy-making and administration at all levels.

The approach to EMIS will be to strengthen the existing system and this priority program will build upon the EMIS programs and improvements that have been undertaken in recent years. To improve educational planning the organization, staffing, training, and infrastructure support to the EMIS function all require considerable further assistance.

Further decentralisation of EMIS will be critical – for improving the quality of data, for reducing delays in bringing information upwards to higher decision making levels, and for making data available at the school level for improved planning and dissemination to stakeholders. The strategy will be to implement a phased and manageable program of infrastructure development and capacity building.

Most importantly it will be technically necessary to firstly ensure that adequate systems and capacity are in place at the MoE and in REBs, before undertaking significant strengthening of WEOs. MoE and REB strengthening will be addressed simultaneously. Regional EMIS capacity differs from region to region and some REBs have relatively strong EMIS. In such cases the stage in achieving a sufficiently strong REB EMIS platform prior to moving to WEOs may be relatively short. In some regions the ZEOs operate EMIS. Regions will therefore plan and implement EMIS strengthening according to their specific needs – under the guiding principle of

ensuring a robust regional platform before decentralising to lower levels.

Cross-Cutting themes

There is currently a large gap between the amount of data collected by schools and the amount published in the *ESAA*. There appears to be little access to the underlying datasets below the Regional level, and the capacity for staff at the center and REBs to draw data from the databases is limited. MOE plans to capitalize on the richer data requested by publishing more of it.

In general the intention is to move to entering EMIS data in zones and woredas to improve timeliness and accuracy. However, there are potential drawbacks as well as advantages in such decentralization. Also, REBs differ greatly in terms of their size and nature. REBs will decide whether to decentralize their data processing and, if so, how far and how quickly.

The *StatEduc* software will be developed. For example the process of developing national and regional *Abstracts* will be streamlined by automating the production of tables and charts as far as possible.

MOE will analyze the whole EMIS process to see where further improvements in timeliness and quality can be achieved. Consideration may be given to making some reductions in the data collected.

Successful progress on this sub-component will make an important contribution to monitoring and reviewing the progress of GEQIP, and also the Public Budget Support (PBS) Program in the context of the Education Sector Development Plan (ESDP). It focuses on the school sector and includes ABE Centers, rather than on other sectors that fall outside the direct scope of GEQIP and PBS. The PBS Secretariat has done some work comparing EMIS data to household survey data at the regional level¹⁹. An independent study of the data will be made to see what light it throws on the quality of the data and how they may be improved.

Capacity Development for Policy Analysis and Planning.

Training will be provided to improve the timeliness, completeness and quality of the data supplied. The questionnaire training previously provided will be re-instituted and given annually to all woredas, schools and ABE centers. The initial plan is to hold dedicated one day workshops, as before. Alternatively it may prove possible to integrate it with other training provided to the same staff: this could have the benefits of presenting statistical work as part of regular work and may also save time, expense and opportunity cost for staff travel.

EMIS staff from woredas to the Federal level will be trained in the statistical and IT skills needed to play their part in the system (which will be affected by REBs' decision concerning data entry). They will also receive training in maintaining the IT equipment, accessing the data, producing outputs, analyzing the data in a way that may be applied to policies and administration.

Training will be given to planners at all levels to use the system and apply the results to their plans. During the first phase, a training needs analysis will be undertaken at

¹⁹ *Analysis of selected PBS indicators related to MDGs and comparison of administrative and survey data for these indicators*, Working Paper 2008/1, Final Draft, by PBS Secretariat, Addis Ababa, February 2008.

all levels and a training plan will be developed to address any gaps and to identify those areas requiring either refresher or initial training. MOE is assisting REBs to make an initial assessment of their training needs.

Under a cascade training model, Federal Ministry and REB staff will be trained centrally and REBs will then organize the training in their regions.

The approach to training will first be assessed through the MAP Capacity Development Design Study which will consider the prior experience of similar training in the MOE with partners such as USAID/AED, IIEP and JICA and future plans of USAID and UNICEF. The draft budget is liable to significant revision as a result of the study. The fact that capacity development is projected to cost over \$10m - some 84 per cent of the subcomponent budget - indicates how crucial it is seen to be.

IT Infrastructure

Federal IT infrastructure is being upgraded with \$500,000 under a separate project (PSEP); this subcomponent will support additional upgrading, including a data center and an ICT training center.

MOE is making an assessment of the needs to upgrade the regional and zonal IT infrastructure, which will be funded under the subcomponent. Broadly, the provisional budget allows for each REB to be provided with four desktop PCs, two laptops and one server. However, REBs' actual needs depend greatly according to their size, level of development and the equipment they currently possess. As a guide, ZEBs without current or imminent access to a suitable PC will receive one for analytical purposes and - if their REB so decides - for data entry. The budget will be revised in the light of the assessment. IT equipment for Woreda offices will not be supplied under this subcomponent in phase one as other sources including USAID and UNICEF are providing them.

School Report Cards

School Report Cards will be introduced to provide valuable feedback to schools and communities on the EMIS information on their school and how it compares with others. As well as offering to increase local accountability for school operation, empower local Parent-Teacher Associations and increase the transparency of the education system, the report cards may encourage schools to provide more complete and accurate data.

The aim is to have the School Report Cards ready in time to give to schools at the annual questionnaire training to launch the next year's exercise, starting in 2010-11. This will demonstrate that the data is being used and highlight any errors in time to ensure the next round is correct.

Technical Assistance

To develop the work as indicated at Federal level and within the regions requires significant technical assistance.

- An international Senior EMIS Adviser with statistical, analytical and policy-oriented skills will guide the overall direction of the work.
- The current national IT adviser position will continue and confirmation of the availability of UNESCO funds has been requested.

- A national Training Adviser will be appointed to lead the training of federal and REB staff and support the cascade training within REBs.
- International and national short-term consultants will also be provided to support the work.

All consultants and advisers will train Ministry staff by assisting them to do the work.

Operational costs

GEQIP will fund internet connectivity at Federal and Regional levels to improve communications and data flow. Ministry staff and visitors to the new Data Center will benefit from a 1Mb leased line. The five largest REBs (Oromia, Amhara, SNNP, Tigray and Addis Ababa) will have 256 Kb leased lines. They have the largest requirements, together they provide some 95 per cent of enrolment data to the Federal ministry, and the towns they are based in have relatively sound telecommunications. The remaining smaller REBs have generally less reliable telecommunications infrastructure and will have dial-up access²⁰.

The subcomponent will also fund the printing of new products including the School Report Cards.

Staffing

For the advisers to work alongside and train national staff, and for the work to be done at the federal level and led at the regional level, a significant staff increase over the existing two federal-level statisticians is needed. An initial assessment suggested 8-10 more staff were required. As a minimum, MOE will engage at least two IT staff and three more statistical staff in Year 1. This will provide for an overall EMIS Unit head, two statisticians to concentrate on routine production, two statisticians to focus on analysis and developing new products and for the IT staff to maintain and develop the hardware and software.

Regional staffing levels will be considered by REBs and MOE and reflected in their work plans.

Management and Implementation Arrangements

Management and Coordination

Overall program management and coordination of MAP will be the responsibility of the MoE Department of Policy Analysis and Planning (PPAD). Management of regional implementation will be the responsibility of the REB Planning Departments and, where they exist, REB Training Departments.

It is intended that the program will focus on decentralised capacity building for education planning and management, including training for MoE, REBs, zones (where appropriate), WEOs, KETBs, schools and PTA's. Training for MoE, REB and WEO personnel will be implemented by MoE and REBs as appropriate and budgets managed at the federal level or transferred to BoFEDs accordingly.

School level training (KETBs, school personnel and PTA) must necessarily be delivered at a lower level (largely through school Cluster Resource Centres). REBs

²⁰ Currently two of the five larger REBs have a 256 Kb leased line, while four of the six smaller REBs have dial-up access.

will provide support to WEOs to coordinate and manage these activities. Financial management of woreda and school level activities will be retained at the regional level. The system will be for funds to be advanced from the region level for woreda and school level activities and to be reconciled and accounted for at the regional following completion of the activity.

The expanded Education Statistics Unit in PPAD in the Federal Ministry will do the central work and lead and support REBs in carrying out the regional EMIS work. ESU will continue to play a back-stopping role for any region that is unable to enter its data, and to take overall responsibility for improving the timeliness, quality and relevance of EMIS outputs. ESU will be responsible for procuring the IT equipment at national regional and zonal levels.

REBs will continue to play the key role in data collection, entry, correction, output and analysis in their regions. They will manage the procurement of IT equipment within their region. They will provide cascade training to lower administrative levels. They will decide on their future data entry strategy in their region. Where they decentralize data entry, they will need to retain capacity back-stop work that should be done at lower levels (just as the Federal ministry currently does for regions). Statisticians, IT staff and planners will all be involved.

WEOs will continue to provide cascade training on questionnaire completion, manage data collection from their schools and use the data. In time REBs may ask them to take responsibility for entering the data.

ZEOs may continue to play an important role – especially in the large regions – in cascade training, managing data collection, using the data and perhaps entering the data or supervising woredas to do so, subject to their REB's decision.

Training Coordination and Management

Training coordination and management will be the responsibility of the MoE PPAD for federal level training and REB Planning Departments/REB Training Departments for regional/woreda/school level training. These departments will be responsible for developing training plans, budgeting, managing trainee selection, logistics, maintaining databases on trainees and training providers, progress reporting and monitoring, and managing impact assessments. The extensive EMIS training will have additional management capacity through the EMIS Training Specialist to ensure value added outcomes.

The following section is dependent upon the outcomes of the MAP Capacity Development Design Study.

With the exception of the diploma/advanced diploma training (see below), it is envisaged that training will be delivered through workshops. The general approach envisaged is that a cadre of trainers will be developed at regional and woreda levels who are equipped to deliver training through a cascade approach. Further and ongoing training of trainers will be undertaken to ensure adequate coverage and to cater for turnover of staff (a significant cadre of trainers already exist for the existing capacity building programs – if these programs are to be continued or built upon).

Training materials, training manuals and courses will need to be developed according to the design. Again, it is emphasised that substantial training materials (tested and validated) already exist for existing programs. The outcomes of the study will therefore determine whether these materials are of any use or whether substantial

new investment in materials development will be necessary.

Development of materials (where necessary) will be the responsibility of the MoE but with validation from the regions and woredas. Printing and distribution of materials will be the responsibility of the MoE and the REBs according to the level at which the training is delivered, i.e. the materials for the Federal and REB Capacity Building will be managed by the MoE PPAD, and the materials for the WEO and KETB and the School Level Capacity Building will be managed by the REBs. REBs will be responsible for translating materials where necessary.

The diploma/advanced diploma training involves longer formal training courses which are delivered through universities for the training of secondary school principals and supervisors and teacher training colleges for the training of primary school principals and supervisors. Funds for the former will be disbursed from federal level to the universities and for the latter funds will be disbursed through BoFEDs.

EMIS training for the MoE and regions will be provided by the Federal level through staff, consultants, and specialized firms, and EMIS training for WEOs will be provided, largely, by REBs.

All implementing bodies responsible for managing MAP training will develop annual training plans based on MAP components of GEQIP work plans.

Budget Management

The following table summarises the responsibilities for budget management and for implementation.

Priority Program	Budget Management	Implementing Body
Capacity Building for Education Planning & Management	Federal for central level training	PPAD, MoE for central level training
	BoFEDs for regional and woreda training	REBs Planning Departments/Training Departments for regional and woreda training
	Federal for development, printing and distribution of materials	PPAD, MoE for development of materials PPAD, MoE, for printing and distribution of federal and REB course materials Department of Planning/ Training Departments, REBs for printing and distribution of WEO/KETB level course materials
Capacity Building for School Planning & Management	BoFED (school level training)	WEO (school level training)
	Federal for development of materials	PPAD, MoE for development of materials

Priority Program	Budget Management	Implementing Body
	BoFEDs for translation, printing and distribution of materials	Department of Planning/ Training Departments, REBs for adaptation, translation, printing and distribution of materials
	Federal for Secondary Principals/Supervisors Advanced Diploma training (funds are transferred to universities)	Universities for Secondary Principals/Supervisors Advanced Diploma training
	BoFEDs for Primary Principals/Supervisors Diploma training (funds are transferred to TTCs)	CTEs for Primary Principals/Supervisors Diploma training
EMIS	Federal for central and regional level training	ESU, PPAD, MoE for central and regional level training
	BoFEDs for woreda training	REBs for woreda training
	Federal for central, regional and zonal procurement	ESU, PPAD and Procurement Department, MoE for central, regional and zonal procurement

Reporting, Monitoring and Evaluation

Overall reporting on MAP will be in accordance with the GEQIP programmatic common systems for all components.

The MAP Capacity Development Design Study to be undertaken in E.C. 2001 will include impact evaluation as discussed.

Linkages with other GEQIP Pillars

There are no significant *critical* linkages with other pillars, i.e. planned MAP activities are not critically dependent upon the timing/completion of other pillar activities nor are other pillar activities similarly dependent upon MAP activities.

However, there are some important linkages and points of coordination with other pillars as follows:

- The school principals advanced diploma course materials should be reviewed and revised in respect to a) the new *curriculum and textbooks* when ready, b) any revisions to the *SIP* methodology and c) any significant changes in teacher management practices which may result from *TDP*. However, it is important to emphasise that these will affect a small part of the training and running the training with existing materials can continue. Updates of materials will be made as and when necessary.

- It will be important that SIP and MAP teams coordinate closely regarding any changes to SIP methodology, tools and training materials to ensure this is clearly communicated and disseminated to the REBs (for the implementation of the SIP training).
- EMIS procurement must be closely coordinated with the Program Coordination pillar (as this pillar will be responsible for planning and managing GEQIP procurement).
- As a service provider to the MoE, EMIS will be important in providing accurate and timely information to all pillars (and improving the speed of data collection, analysis and dissemination will be of particular importance).
- The GEQIP Results Framework (managed by the Program Monitoring pillar) will be reviewed to assess any implications for EMIS, i.e. whether any additional data needs to be collected and analysed including any need for specific EMIS system development.
- The Education Planning and Management training will be important in facilitating improved planning, management and monitoring performance across all pillars (e.g. on teacher utilisation planning, textbook planning, M&E etc).

Non-Pooled Funding Development Partner Support

Some non-pooled funding Development Partners will provide support to MAP areas over the next five years. It will be important to ensure that a) common approaches are used, b) the transaction costs associated with the use of different systems are minimised and c) programs ensure equitable and optimal coverage.

MoE has undertaken discussions with USAID and UNICEF as regards how to coordinate assistance in support of MAP and this has to some extent been taken into account in planning and costing. UNICEF and USAID will fund some REB, WEO, KETB and school capacity building and some support to EMIS – the extent of this is not yet clear as it is dependent upon specific UNICEF and USAID planning processes with MoE and REBs (not yet completed) including geographical focus

Summary 2001 Work Plan

Months	2001 (2008/09)												
	J	A	S	O	N	D	J	F	M	A	M	J	
PP1: Capacity Development for Education Planning & Mangt.													
TORs for MAP Capacity Development Design Study													
MAP Capacity Development Design Study													
PP2: Capacity Development for School Planning & Mangt.													
SIP Training													
Principals & Supervisors Diploma/Advanced Diploma (LAMP)													
PP3: Education Management Information System													
EMIS Capacity Building													
EMIS Infrastructure													
Technical Assistance													

Note: Given the decision to design the second and subsequent years of MAP through a study in year one is not appropriate (or possible) to provide a work plan for years two and three.

Risk Assessment and Mitigation

Risk	Probability	Impact	Assessment and Mitigation
High staff turnover will reduce the impact of the program	Medium	High	<p>High staff turnover is widely acknowledged as a considerable constraint to effective and sustainable capacity building. Anecdotal evidence suggests annual staff turnover is in the region of 30-50%. There is no completely satisfactory way to mitigate this risk.</p> <p>However, continuous and repeat training will be provided to help mitigate this factor.</p> <p>In addition, the Civil Service Reform Program is supporting human resource management reforms which are expected to address this to some extent.</p> <p>Specific GEQIP strategies may be identified in the MAP Capacity Development Study in 2001.</p>
Management and administrative capacity is limited by weak organisational and human resource management performance	Medium	Medium	<p>The Civil Service Reform Program is supporting organisational reform through Business Process Re-engineering. BPR is currently being developed in the education sector and aims to improve organisational and management practices. In addition the CSRP human resource management reforms are expected to improve performance.</p> <p>Specific GEQIP strategies may be identified in the MAP Capacity Development Design Study in 2001.</p>
Weak coordination and information sharing between MoE, REBs and WEOs will undermine effective education planning and implementation	Low	Medium	<p>There is a need to strengthen coordination and information sharing between MoE, REBs and WEOs.</p> <p>Capacity building and systems development will give particular focus to this area, and will provide additional support to regions where this is particularly weak.</p> <p>Specific GEQIP strategies may be identified in the MAP Capacity Development Design Study in 2001.</p>

<p>Weak coordination and information sharing between MoE and MoFED, REBs and BoFEDs and WEOs and WoFEDs will undermine effective budget planning and implementation</p>	<p>Low</p>	<p>Medium</p>	<p>A key aspect of the GEQIP financial reporting system and capacity building will be to ensure more effective financial reporting as a basis for improved evidence based planning and resource allocation.</p> <p>Specific capacity building will also be provided to ensure effective GEQIP financial management and reporting.</p> <p>Specific GEQIP strategies may be identified in the MAP Capacity Development Design Study in 2001.</p>
<p>Resource limitations at the school level undermine the effectiveness and impact of school planning and management</p>	<p>Medium</p>	<p>Medium</p>	<p>The GEQIP School Grant Program will ensure additional resources at the school level.</p>
<p>Insufficient staff capacity to effectively manage EMIS</p>	<p>Medium</p>	<p>High</p>	<p>It will be important that EMIS staff capacity is strengthened both in terms of numbers and skills. The EMIS component will provide comprehensive skills upgrading.</p>

7. Implementation Arrangements

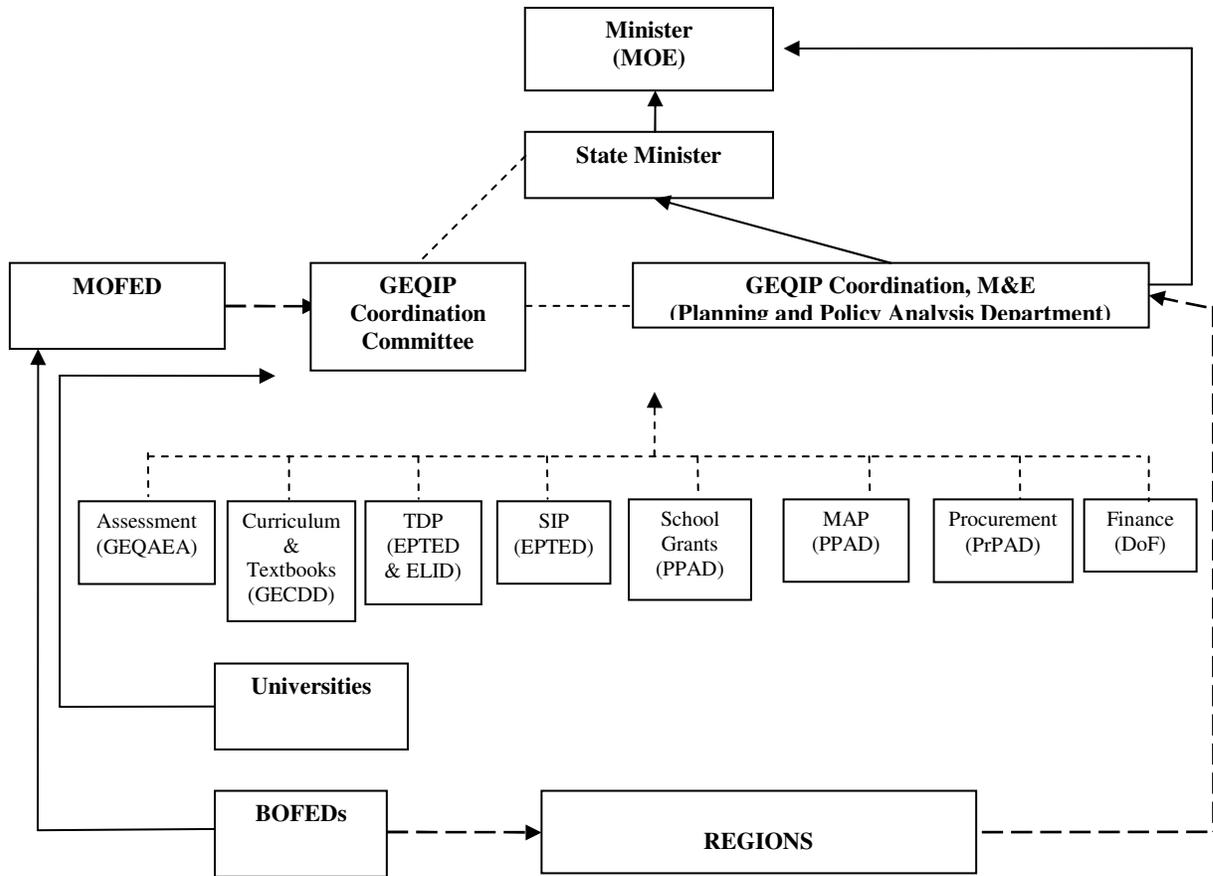
GEQIP will be implemented at three levels of government – federal, regional and woreda levels – corresponding to the roles and responsibilities for the management and financing of general education. At the federal level, in addition to overall coordination of GEQIP implementation, the MOE will also be responsible for certain assigned activities, including the procurement of large procurement activities (such as textbook, vehicles, and IT equipment) on behalf of Regions. In addition, universities at the federal level and teacher training institutions at the regional level will be responsible for teacher development activities in close coordination with the MOE and REBs, respectively. Regions and woredas will be responsible for the implementation of specific activities based on their respective GEQIP plans that are consistent, on the one hand, with national standards and on the other, with regional priorities. Oversight and coordination arrangements of the GEQIP are as follows:

Federal Level

Ministry of Education (MOE). At the federal level, leadership will be provided by the MOE GEQIP Coordinating Committee (CC). The GEQIP CC will: (i) provide overall strategic guidance for the GEQIP implementation; (ii) oversee the equitable distribution of the budget to regions, institutions and components; (iii) ensure that agreed performance targets and timelines for activities under the different components are met; and (iv) ensure effective program implementation and proactively address critical issues that could hinder project implementation. The MOE Planning and Policy Analysis Department (PPAD) will have overall responsibility for coordinating the implementation of the program, in close cooperation with MOFED and regional governments. The PPAD will have overall responsibility for the day-to-day oversight, coordination, monitoring and evaluation of project activities. Appropriate departments and units will be responsible for particular GEQIP components.

Ministry of Finance and Economic Development (MoFED). Two GEQIP financial management advisers will be located in MOFED to work closely with the MOE to oversee financial management and reporting on the project. The specific responsibilities of MOFED will be to: (i) mobilize resources for GEQIP; (ii) have overall responsibility for GEQIP financial management aspects; (iii) work closely with the MOE on the equitable distribution of resources to the implementing institutions (federal, regional and woreda) according to plan; (iv) assist the regional BOFEDs and WOFEDs on financial management, and disbursement and reporting of the GEQIP resources to ensure the timely implementation and reporting on the program; and (v) prepare consolidated Interim Financial Reports (IFR) for donors. The funds will flow through MOFED to the BOFEDs and then down to the WOFEDs.

The figure below shows the institutional arrangements at federal level.



Regional and Woreda Levels

The eleven **Regional Education Bureaus (REBs)**, including two city administrations, will be responsible for coordinating and implementing the GEQIP. The REBs will be responsible for the overall quality and timeliness of project implementation in their respective jurisdictions, and for allocation of program resources (i.e., school grants) to woredas consistent with the School Grants Guidelines. The Planning Department of the REB will coordinate the implementation of the GEQIP at the regional level and will report to the head of REB, but will also report to the federal PPAD (GEQIP coordination) regarding the activities of the GEQIP.

The **Bureau of Finance and Economic Development (BOFED)** will be responsible for (i) transferring the budget to the implementing units at the regional level with close coordination with the REB based on the agreed work plans; and (ii) preparing consolidated financial reports for submission to MOFED. It should be noted, however, that BOFED will serve not only as conduit for transfer of the money to the concerned institutions, but will also be involved in the planning and budgeting of the program activities. For this purpose, a local GEQIP focal person will be identified in each BOFED to work closely with REB.

The **Woreda Education Office (WEO)** will be responsible for the SIP component of GEQIP, addressing financial management/performance requirements; preparing multi-

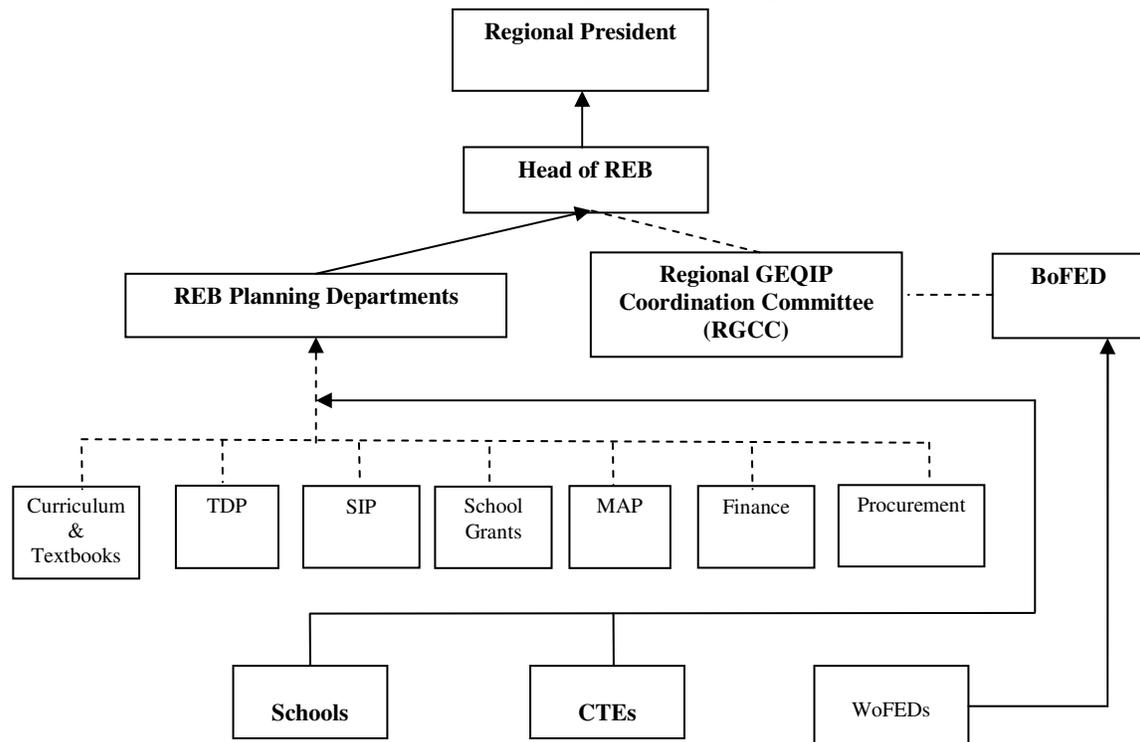
year and annual investment plans and budgets consistent with appropriate consultation and accountability for good practices; processing sub-project proposals; appraising sub-projects; supervising implementation; and ensuring sound maintenance of assets. The WEO will be responsible for maintaining project monitoring information and reporting on progress in a timely fashion to the regional GEQIP coordination body (REB Planning Department). Lastly, the school grants will be implemented at the school level, distributed through WOFED.

Woreda Office of Finance and Economic Development (WOFED). WOFEDs will receive funds for the school grants from the BOFEDs and pass these on to schools.

School communities will be responsible for the allocation of resources transferred under the SIP component. In addition, Parent Teacher Associations (PTAs)/School Improvement Committees (SICs) will be involved in the school self-assessment and improvement processes in their respective schools and the issuing of school grants.

The program will use existing government structures and systems to the extent possible. Adequately staffed and skilled personnel are key to program implementation. The adoption of a common M&E framework will streamline data collection and analysis, and build capacity at the regional and woreda levels to produce more timely and reliable information on program outputs and outcomes. The Program Coordination and M&E component is designed to enhance linkages between federal, regional, woreda and school levels. This component will be supported by a team of short and long term consultants, in the areas of education planning, monitoring and evaluation, procurement and financial management, as well as in technical areas such as teacher development, curriculum and textbook specialist, and teacher development.

The figure below shows the institutional arrangements at regional level.



8. Monitoring and Evaluation

The guiding principle of GEQIP monitoring, evaluation and review processes is to use and strengthen the established systems of the Government. The MOE will be responsible for overall monitoring and evaluation of the GEQIP together with the REBs. The MOE Department of Planning and Policy Analysis will consolidate information provided by implementing departments, the REBs/WEOs and teacher training institutions in order to track progress towards the PDO based on the agreed results framework. The reporting formats as specified in the PIM will be used for this purpose. Two monitoring and evaluation advisers employed full time by the MOE will consolidate the progress reports on a regular basis.

Semi-annual national consolidated GEQIP performance reports will be prepared in line with the existing Government reporting cycle. The first report will cover the first half of the EFY and the second report will cover the second half *and* will also summarize the full year to serve as an Annual GEQIP Performance Report covering the period of the previous school year. The first six monthly reports will feed into the ESDP Joint Review Meeting (JRM) in April. The second six monthly and annual reports will feed into the ESDP Annual Review Mission (ARM) in November. In this way, GEQIP will form part of the sector-wide review process, enabling review of GEQIP within the overall sector policy, strategic and financing context. The JRM and ARM have always included reports on general education performance and as such this will not entail any significant changes to the established process.

Each region will be responsible for producing semi-annual Regional GEQIP Performance Reports, respectively, in line with the above system to feed into the national consolidated reports. Data from woredas on school grants will be consolidated into the Regional GEQIP Performance Report.

The second of the semi-annual GEQIP performance reports (national and regional) will be prepared as part of annual ESDP performance report (which cover the whole sector).²¹ While this reporting system is established it is currently not systematically followed and reports are either not produced or are not readily available. The reports will include summary financial performance.

The Annual GEQIP Performance Report will focus on the extent to which objectives and outcomes have been achieved as opposed to monitoring progress on individual activities and accounting for inputs. The report will include assessment of progress towards meeting indicators and targets, and will include lessons learned and recommendations as a basis for discussions during the ARM. An important aspect of the review will be to assess progress against the GEQIP Results Framework (see Annex 1). It will be important to assess how GEQIP targets are reached, through monitoring progress in the implementation of specific strategies and in the allocation and deployment of resources. Key issues related to management and capacity will also be highlighted.

In addition to the annual reports, WOFEDs and BOFEDs will be required to submit GEQIP financial reports. These reports will outline financial disbursements using Government monthly financial reporting systems. A consolidated report will be produced

²¹ The Annual ESDP Performance Report will feed into the PASDEP Annual Progress Report.

by MOFED at the federal level, including financial disbursements through MOE and the universities. These reports will be summarized in the GEQIP six-monthly/annual reports described above.

GEQIP report formats are provided in the PIM. In addition to the six-monthly/annual reports and the quarterly financial reports, specific policy, thematic, impact and evaluation studies will be undertaken as required and usually as part of specific components. These may be presented and discussed during Joint Review Missions (JRMs) and Annual Review Missions (ARMs) as appropriate. Reporting can be summarized as follows:

Report	Period	Preparation	Review Process
1 st Six Monthly GEQIP Performance Report	July - December	End of February	Joint Review Meeting in April
2 nd Six Monthly and Annual GEQIP Performance Report	January – June and full year summary	End of September	Annual Review Mission in November
Quarterly Financial Reports	July – September October – December January – March April – June	Mid November Mid February Mid May Mid August	JRM and ARM will assess summary financial performance as part of six-monthly GEQIP reports and quarterly financial reports will be reviewed through the GEQIP Coordination Committee

The majority of the outcome and intermediate outcome level indicators have been selected from the agreed ESDP core sector performance indicators. Annual performance against most of the indicators is available from the EMIS in September/October for reporting purposes (although the final version of the Education Statistics Annual Abstract – ESAA is usually not published by then). One of the outcomes of the EMIS subcomponent is to improve the timeliness of the finalization and dissemination of the ESAA. An M&E plan will be developed for each indicator.

The Government will carry out periodic studies on issues that will be identified during the course of project implementation. A baseline study will be conducted in Year 1 to collect both qualitative and quantitative data to enable MOE to track change in schools and classrooms over time. Interview and observation instruments will be designed to capture school and classroom level data related to (but not limited to):

- Inclusion (including relating to gender and level of attainment)
- Lesson content (including relevance and accuracy)
- Lesson structure
- Textbook utilization (by pupils and teachers)
- Impact on pupil learning

GEQIP will support both MoE and REBs to implement the M&E system that will include the establishment of a project baseline and the identification of the key development indicators that will be used to monitor performance of GEQIP. In the process, MOE's capacity to be results-focused in its monitoring and reporting will be strengthened

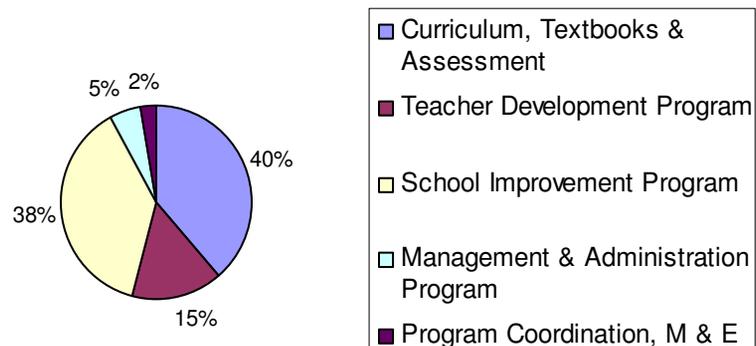
through on-going training and on-the-job support. REBs and WEOs will develop their own baselines based on the national guidelines and framework and annual targets for the key performance indicators and these will be addressed in the regional reports. The monitoring of woreda level targets will require the strengthening of education planning and monitoring capacities of the WEOs, including the specific development of EMIS capacity at Woreda level. The MAP component will provide capacity building support in these areas. The project will also provide support to strengthen the EMIS to enable rapid monitoring of key outputs and outcomes at the national regional, woreda and school levels. The focus will be on system redesign, data collection procedures, computerization, and capacity building at all levels.

9. Budget and Financing Plan

National Budget Summary

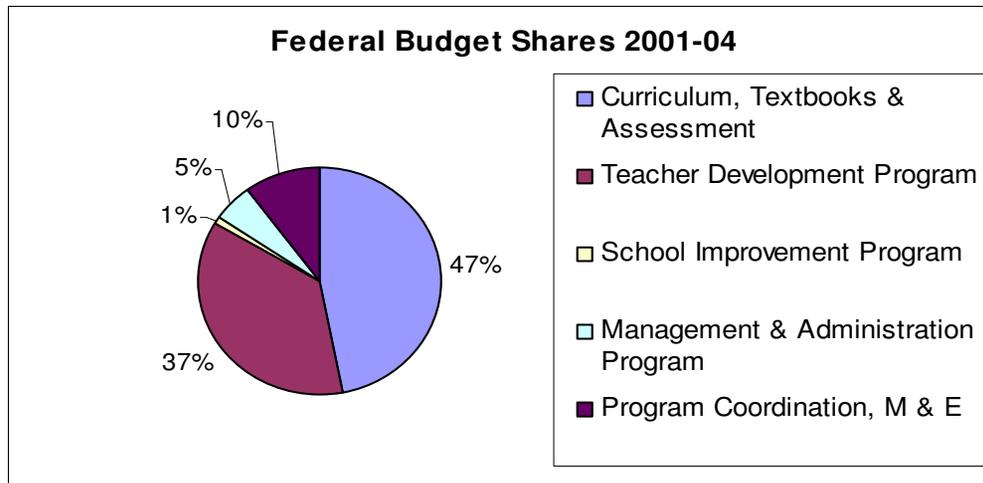
Component	2001 (2008/09)		2002 (2009/10)		2003 (20010/11)		2004 (2011/12)		2001-04		
	%	Birr	%	Birr	%	Birr	%	Birr	%	Birr	US\$
Curriculum, Textbooks & Assessment	11.7	57,842,023	52.6	777,805,827	33.2	373,534,460	37.3	259,716,495	38.7	1,468,898,804	154,620,927
Teacher Development Program	22.1	109,394,014	16.0	236,962,466	21.4	241,142,528	-	-	15.5	587,499,008	61,842,001
School Improvement Program	58.7	290,411,975	23.0	339,355,538	34.3	385,992,065	61.0	424,215,768	38.0	1,439,975,346	151,576,352
Management & Administration Program	3.5	17,258,640	6.0	88,399,136	8.7	97,848,808	-	-	5.4	203,506,584	21,421,746
Program Coordination, M&E	4.0	19,748,571	2.4	34,995,949	2.3	26,410,097	1.7	12,000,000	2.5	93,154,617	9,805,749
	100.0	494,655,222	100.0	1,477,518,916	100.0	1,124,927,958	100.0	695,932,263	100.0	3,793,034,359	399,266,775
US\$		52,068,971		155,528,307		118,413,469		73,256,028			

National GEQIP Budget Shares 2001-04



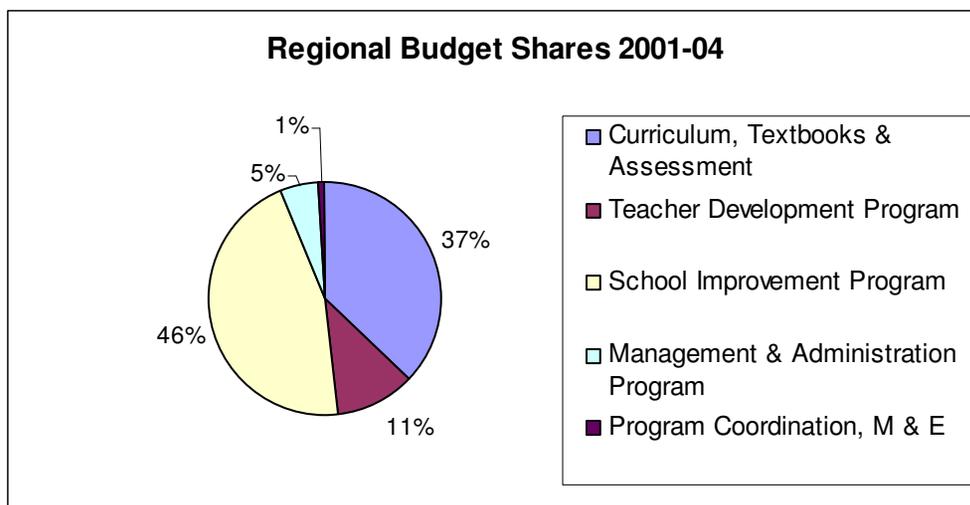
Federal Budget Summary

	2001 (2008/09)		2002 (2009/10)		2003 (2010/11)		2004 (2011/12)		Total		
	%	Birr	%	Birr	%	Birr	%	Birr	%	Birr	US\$
Curriculum, Textbooks & Assessment	9.4	8,702,896	61.6	216,174,864	40.6	87,696,454	-		46.9	312,574,214	32,902,549
Teacher Development Program	65.6	60,545,318	26.2	91,786,180	42.5	91,783,214	-		36.6	244,114,712	25,696,285
School Improvement Program	3.9	3,557,500	0.5	1,893,750	0.9	1,893,750	-		1.1	7,345,000	773,158
Management & Administration Program	6.5	5,974,750	3.8	13,452,524	6.6	14,191,073	-		5.0	33,618,347	3,538,773
Program Coordination, M & E	14.7	13,536,500	7.9	27,591,250	9.4	20,271,250	100.0	8,000,000	10.4	69,399,000	7,305,158
	100.0	92,316,964	100.0	350,898,567	100.0	215,835,741	100.0	8,000,000	100.0	667,051,272	70,215,923
US\$		9,717,575		36,936,691		22,719,552		842,105			



Regional Budget Summary

	2001 (2008/09)		2002 (2009/10)		2003 (2010/11)		2004 (2011/12)		Total		
	%	Birr	%	Birr	%	Birr	%	Birr	%	Birr	US\$
Curriculum, Textbooks & Assessment	12.21	49,139,127	49.85	561,630,963	31.44	285,838,006	37.75	259,716,495	36.99	1,156,324,590	121,718,378
Teacher Development Program	12.14	48,848,696	12.89	145,176,287	16.43	149,359,314	-	-	10.98	343,384,297	36,145,715
School Improvement Program	71.30	286,854,475	29.95	337,461,788	42.25	384,098,315	61.67	424,215,768	45.83	1,432,630,346	150,803,194
Management & Administration Program	2.80	11,283,890	6.65	74,946,612	9.20	83,657,735	-	-	5.43	169,888,237	17,882,972
Program Coordination, M & E	1.54	6,212,071	0.66	7,404,699	0.68	6,138,847	0.58	4,000,000	0.76	23,755,617	2,500,591
	100.0	402,338,258	100.0	1,126,620,349	100.0	909,092,217	100.00	687,932,263	100.0	3,125,983,087	329,050,851
		42,351,396		118,591,616		95,693,918		72,413,922			



Annex 1: Results Framework

PDO	Project Outcomes Indicators	Use of Project Outcome Information
Program Development Objective for the General Education Quality Improvement Program (2009-2017): Improved Quality of General Education		
Improved learning outcomes	% of students scoring at least 50% in national learning assessments in Grades 4 and 8 in core subjects	1. Monitor the overall progress on the achievement of the project's objectives 2. Report back to citizens on government performance on the implementation of the project and contributions to the ESDP/GEQIP
Improved efficiency in Grades 5 and 8	Completion rate in Grades 5 and 8	
Improved efficiency in 1 st & 2 nd cycle secondary	Gross Enrolment Rate (GER) in 1st and 2nd cycle secondary	
Project Development Objectives for First Phase APL (2008-2010): Improved Teaching and Learning Conditions in Primary and Secondary Education & Planning and Budgeting		
Improved availability of instructional materials for core subjects	Pupil to new textbook ratio in core subjects in a) Primary (including ABE Centers) & b) Secondary (math and science & other core subjects)	1. Assess the progress on the achievement of the project's objectives 2. Together with annual reports, determine whether modifications are needed to GEQIP and provide feedback to the preparation of AWP's and GEQIP 3. Report back to citizens on Government performance on project implementation and contributions to the ESDP/GEQIP 4. Ensure that sectoral and intra-sectoral allocations are in line with the government's commitment to quality improvement as outlined in the Letter of Policy Development
Improved supply of qualified teachers	% of teachers with appropriate qualifications (Diploma or degree) in G1-4, G5-8, and G9-12	
Consistent government commitment to quality input	Recurrent non-salary expenditures as % of general education budget for each region	
Consistent federal government commitment to education	Education expenditure as % of total government budget	
	General education expenditure as % of total education budget	

Component Breakdown	Intermediate Outcomes	Intermediate Outcome Indicators	Use of Project Outcome Information
Component One: Curriculum, Textbooks and Assessment		-	-
1.1 Curriculum Reform and Implementation:	Increased use of revised general education curriculum	% of schools and ABE centres with one set of syllabi in core subjects for all grade levels	Inform whether program objectives are achieved to improve the quality and relevance of general education through curriculum revision and implementation
1.2 Textbooks and Teacher Guides	Improved availability of new textbooks & teacher guides in core subjects	Number of textbooks and teacher guides in core subjects distributed in a) primary & b) secondary (math and science & other core subjects)	Inform whether program objectives are achieved to improve the quality and relevance of general education through the provision of textbooks and teacher guides
Component Two: Teacher Development Program (TDP)		-	-
2.1: Pre-Service Teacher Education Quality Improvement	Increased supply of qualified regular teachers	# intake into CTEs for diploma pre-service training # intake into TEIs for degree pre-service training	Assess production capacity of regular pre-service teacher training
	Increased supply of qualified ABE facilitators	# of ABE facilitators qualified in Afar and Somali (3 month certificate level)	Assess production capacity of ABE pre-service teacher training
	Improved supply of qualified teacher educators	# teacher educators qualified annually (HDP)	Assess production capacity of HDP program
2.2 In-Service Teacher Education Quality Improvement	Improved qualification of teachers through upgrading program	# of teachers upgraded from certificate to diploma	Assess delivery of upgrading program across and within regions
	Improved in-service teacher training through CPD	# of teachers provided CPD training	Assess delivery of CPD across and within regions
	Improved teachers qualification	# of teachers upgraded from certificate to diploma (intake each year)	Assess delivery of upgrading program across and within regions
	Improved supply of qualified English teachers	ELQIP: English Language Teaching for Grades 1-12 No of teachers trained (ELTIP training, intake) No of teachers trained as mentors (SBEM training))	Assess training capacity of ELQIP program

Component 3: School Improvement Program (SIP) with School Grants			
3.1 School Improvement Program (SIP)	Improved school planning	% of primary and secondary schools and ABE Centres with completed School Improvement Plans approved by PTAs/School Boards/School Improvement Committees	Assess functioning of application of SIP information on the implementation of school grants
3.2 School Grants	Improved utilization of school grants	% of schools and ABE Centres using Schools Grants to address priority areas identified in SIP	Assess functioning of application of SIP information on the implementation of school grants
Component 4: Management and Administration Program (MAP)			
4.1 CB for Education Sector Management and Planning	Improved school management and planning at all levels	MOE produce ESDP IV	1. Inform managers whether the REBs and woredas have effective capacity for preparing and adopting education sector plans 2. Inform managers whether the MOE has effective capacity for preparing and adopting education sector plans
4.2 CB for School Planning and Management		% of schools received revised SIP instrument training	
4.3 Education Management Information Systems		Intake into secondary school principals LAMP advanced diploma program	
		Education Statistics Annual Abstract produced and disseminated by October	
Component 5: Program Coordination and M&E			
5.1 Project Coordination and Monitoring & Evaluation	Improved project management, coordination and monitoring and evaluation systems operationalized at federal level	% of woredas and regions report on physical, financial, and performance progress data on quarterly basis	Regular publication and dissemination of data and performance monitoring results and their use in policy formulation R
		Annual production by MOE and MOFED of consolidated sector report, including GEQIP	
	Improved understanding of how GEQIP can address gender and equity issues	Gender and equity needs assessment across all components	

Arrangements for Results Monitoring

Project Outcomes Indicators	Baseline 1999 (2006/07)	Target Indicator Values 2009 (2016/2017)	Data Collection and Reporting		
			Frequency and Reports	Data and Collection Instruments	Responsibility for Data Collection
Program Development Objective for the General Education Quality Improvement Program (2009-2017): Improved Quality of General Education					
% of students scoring at least 50% in national learning assessments in Grades 4 and 8 in core subjects	Grade 4 Female 18.9% Male 21.8% Total 20.0% Grade 8 Female 6.1% Male 14.4% Total 10.2%	Grade 4 F 25% M 22% T 23% Grade 8 F 12% M 15% T 13.5%	Every 3 years	National Learning Assessment Report	MOE, Examination & Assessment Unit
Completion rate in Grades 5 and 8	Grade 5 Female 56% Male 69.2% Total 62.7% Grade 8 Female 32.9% Male 50.1% Total 41.7%	Grade 5 F 70% M 75% T 72% Grade 8 F 45% M 55% T 50%	Yearly	EMIS	MOE, ESDP Planning and Policy Analysis Department
Gross Enrolment Rate (GER) in 1st and 2nd cycle secondary	1 st cycle sec Female 28.6% Male 45.7% Total 37.3% 2 nd cycle sec Female 3.7% Male 7.3% Total 5.5%	1 st cycle sec F 38% M 50% T 44% 2 nd cycle sec F 6% M 8% T 7%	Yearly, Annual Education Statistical Abstract	EMIS	MOE, ESDP Planning and Policy Analysis Department

**Project Development Objectives for First Phase APL (2009-2013):
Improved Teaching and Learning Conditions in Primary and Secondary Education & Planning and Budgeting**

Project Development Indicators	Baseline 1999 (2006/07) / Year 1 2001 (2008/09)	Year 2 2002 (2009/10)	Year 3 2003 (2010/11)	Year 4 2004 (2011/12)	Frequency and Reports	Data and Collection Instruments	Responsibility for Data Collection
Pupil to new textbook ratio in core subjects in a) Primary (including ABE centres) & b) Secondary (math and science & other core subjects)	Primary core subjects - none Secondary math and science - none Secondary other core subjects - none	none 1:1 none	1:2 1:1 1:2	1:1 1:1 1:1	Annual progress reports	EMIS; Survey at school level	MOE GECFDD, with REBs
% of teachers with appropriate qualifications (Diploma or degree) in G1-4, G5-8, and G9-12	G1-4 3.4% G5-8 53.4% G9-12 49.8%	G1-4 3.4% G5-8 54.0% G9-12 56.5%	G1-4 3.4% G5-8 55.0% G9-12 63.0%	G1-4 15.7% G5-8 56.0% G9-12 70.0%	Mid term evaluation	EMIS	MOE, Planning and Policy Analysis Department
Recurrent non-salary expenditures as % of general education budget for each region	5%	5%	5%	5%	MOFED Annual reports	Economic and financial report	MOFED
Education expenditure as % of total government budget	15.3%	14.5%	14.5%	14.5%	MOFED Annual reports	Economic and financial report	MOFED
General education expenditure as % of total education budget	66.6%	66.6%	66.6%	66.6%	MOFED Annual reports	Economic and financial report	MOFED

Component Breakdown	Intermediate Outcome Indicators	Target Indicators Values				Data Collection and Reporting		
		Baseline /Year 1	Year 2	Year 3	Year 4	Frequency and Reports	Data and Collection Instruments	Responsibility for Data Collection
Component One: Curriculum, Textbooks and Assessment		-				-	-	-
1.1 Curriculum Reform and Implementation:	% of schools and ABE centres with one set of syllabi in core subjects for all grade levels	None	G1-8 100%	G1-12 ABE 100%	G1-12 ABE 100%	Annual progress reports	EMIS	MOE GECFDD, with REBs
1.2 Textbooks and Teacher Guides	Number of cumulative textbooks and teacher guides in core subjects distributed in a) primary & b)secondary (math and science & other core subjects)	Primary core - none	none	50.8 mil	76.7 mil	Annual progress reports	EMIS	MOE GECFDD, with REBs
		Sec math & science - none	4.2 mil	4,2 mil	4,2 mil			
		Sec other core - none	none	3.6 mil	7.3 mil			
Component Two: Teacher Development Program (TDP)		-						-
2.1: Pre-Service Teacher Education Quality Improvement	# intake into CTEs for diploma pre-service training	16,848	19,173	21,819	24,830	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
	# intake into TEIs for degree pre-service training	24,099	28,842	34,351	40,911	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
	# of ABE facilitators qualified in Afar and Somali (3 month certificate level)	263 (1.14%)	2,093 (9.1%)	5,863 (25.5%)	9,563 (41.6%)	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head

	# teacher educators qualified annually (HDP)	2,538 (53%)	3,292 (68.6%)	4,046 (84.3%)	4,800 (100%)	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
2.2 In-Service Teacher Education Quality Improvement	# of teachers upgraded from certificate to diploma	16,447	18,797	21,147	23,496	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
	# of teachers provided CPD training	0	50,000	100,000	150,000	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
	# of teachers upgraded from certificate to diploma (intake each year)	5,417 (3.4%)	5,417 (3.4%)	5,417 (3.4%)	2,5013 (15.7%)	Annual	Annual Progress Reports	MOE ESDP PPAD, REB Head
	ELQIP: English Language Teaching for Grades 1-12					Annual	Annual Progress Reports	MOE ESDP PPAD, REBs, English Language Improvement Department
	No of teachers trained (ELTIP training, intake)	0	4,635	4,479	0			
	No of teachers trained as mentors (SBEM training)	0	0	2,995	0			

Component 3: School Improvement Program (SIP)								
with School Grants								
3.1 School Improvement Program (SIP)	% of primary and secondary schools and ABE Centres with completed School Improvement Plans approved by PTAs/School Boards	No baseline	Schools 70% ABE Centres 40%	Schools 80% ABE Centres 45%	Schools 90% ABE Centres 50%	Biennial	School Grants Utilization Survey	MOE PPAD
3.2 School Grants	% of schools and ABE Centres using Schools Grants to address priority areas identified in SIP	No baseline	Schools 70% ABE	Schools 80%	Schools 90% ABE	Biennial	School Grants Utilization Survey	MOE PPAD

			Centres 40%	ABE Centres 45%	Centres 50%			
Component 4: Management and Administration Program (MAP)								
4.1 CB for Education Sector Management and Planning	MOE and MOFED produce ESDP IV	N/A	N/A	Nov 2009	N/A			MOE PPAD, MOFED
4.2 CB for School Planning and Management	% of schools received revised SIP instrument training	None	50%	50%	N/A	Biennial	School Grants Utilization Survey	MOE PPAD
	Intake into secondary school principals LAMP advanced diploma program	400	700	700	0	Annual progress reports	Regional Annual Report	MOE ESDP PPAD, REBs
4.3 Education Management Information Systems	Education Statistics Annual Abstract produced and disseminated by October	Apr 2008	Nov 2010	Oct 2011	Oct 2012	Annual progress reports	Project EMIS	MOE ESDP PPAD, REBs
Component 5: Program Coordination and M&E								
5.1 Project Coordination and Monitoring & Evaluation	% of woredas and regions report on physical, financial, and performance progress data on quarterly basis	Woredas 60%	70%	80%	90%	Annual progress reports	Project Monitoring	MOE ESDP PPAD, REBs, MOFED, BOFED, WOFED
	Annual production by MOE and MOFED of consolidated sector report, including GEQIP	Regions 100%	100%	100%	100%	Annual progress reports	Project Monitoring	MOE ESDP PPAD, REBs
	Gender and equity needs assessment across all components	N/A	Nov 2010	Oct 2011	Oct 2012	Annual progress reports	Project Monitoring	MOE ESDP PPAD, REBs
	Gender and equity needs assessment across all components	1	None	None	None	Once	Gender and Equity Needs Assessment	MOE ESDP PPAD

